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ABSTRACT

This curriculum guide provides classroom organizational guidelines, activities, and lesson plans to promote social interaction and the development of social competence in preschool children with disabilities or at risk for developmental problems or delays. The program is designed to include peers who are either developing normally or have higher levels of social competence. The curriculum focuses on six social interaction skills: sharing, persistence, requesting to share, play organizing, agreeing, and helping. An introductory chapter describes the curriculum including its history, development, and field testing. Chapter 2 focuses on the selection of specific children for the intervention. Chapter 3 is on organizing the classroom and scheduling for the program's implementation. Chapter 4 provides guidelines for implementing the social skills lessons with a sample intervention schedule for 100 days. Chapter 5 is on ways to promote generalization, and the final chapter is on ways to adapt the curriculum to different situations in the classroom. The first appendix provides directions for 21 specific intervention activities. The second appendix provides 25 lesson plans, many of which utilize the intervention activities and are grouped into the six social interaction skills of the curriculum. A glossary is included. (Contains 36 references.) (DB)

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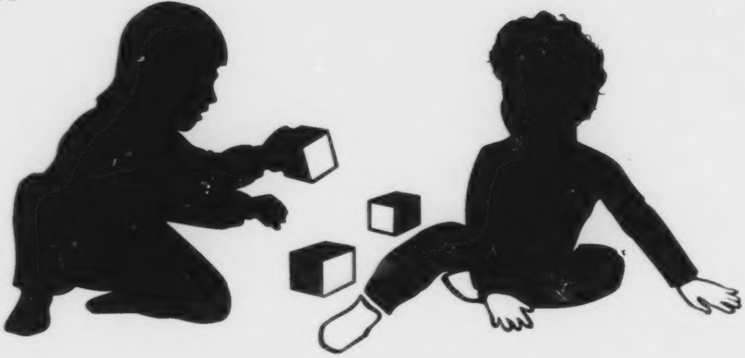

# play time/ social time

## Organizing Your Classroom to Build Interaction Skills

By the Vanderbilt-Minnesota Social Interaction Project
Samuel L. Odom and Scott R. McConnell, Directors

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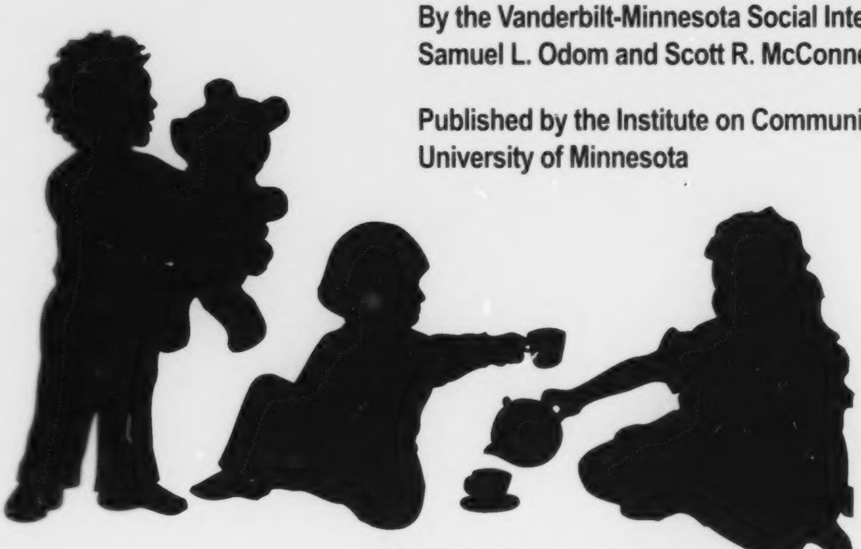

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# Play Time/Social Time

## Organizing Your Classroom to Build Interaction Skills

by

The Vanderbilt-Minnesota Social Interaction Project

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# Introduction

## The Problem

Playful social interactions with peers are an enjoyable and essential part of the preschool years. Through those early interactions, children learn to exist in a peer culture, one that is quite different from the primarily adult-child world they experience as infants and toddlers. Within peer groups, children learn to participate in co-equal social interactions and play activities. They acquire and use communication skills that differ from those used with adults, and they learn to adapt those skills to social partners who operate at different developmental levels. The social norms of the play group are conveyed during these early interactions, and children also learn to respond to aggression. It is during these preschool years that children acquire the foundation upon which more complex peer social skills are built during latter school years.

Many preschoolers with developmental delays or disabilities experience problems interacting with other children in a socially competent way. Sometimes, problems in the development of social competence appear to be a direct consequence of the child's delay or disability. For example, children with communication impairments have more difficulty developing the language used in play, or children with motor impairments have greater difficulty participating in rough-and-tumble play or manipulating materials. Other times, social interaction problems relate to the early social experiences to which these children have access. Many children with disabilities miss opportunities to interact with others or to join in a wide range of activities because they are in classrooms where they do not have a socially responsive peer group, such as in a nonintegrated class. Even when a socially responsive peer group is available in integrated classes, nondisabled peers are less likely to initiate play activities, respond to social bids, or maintain interactions with children who have disabilities. Whatever the known or unknown causes of social interaction and social competence problems, both practical experiences and past research tell us that young children with disabilities, as a group, may benefit from classroom-based programs to teach social skills and promote competent interactions with peers.

## ■ A Solution

*Play Time/Social Time* was designed to address this need. Building on teachers' experiences and a substantial body of research, procedures were designed to promote social interaction and the development of social competence for preschoolers with disabilities.

These procedures were developed by the Vanderbilt-Minnesota Social Interaction Project, which was comprised of a team of researchers and practitioners at Vanderbilt University and the University of Minnesota, along with early-childhood special education teachers in the metropolitan areas of Nashville, Tennessee, and Minneapolis-Saint Paul, Minnesota. Through four years of coordinated effort, this team developed detailed plans for:

1. Assessing and identifying children with disabilities and peers to participate in this program
2. Arranging the classroom environment to promote interaction and facilitate intervention
3. Teaching social interaction skills to children targeted for intervention and their peers
4. Using teacher prompts and feedback to ensure that these skills are applied during play activities
5. Selecting alternatives or adaptations for use in various settings or under a range of conditions

## ■ Who Will Benefit?

*Play Time/Social Time* is intended for three- to five-year-old children with disabilities who are enrolled in special education, general preschool, or day-care center programs. The procedures and lessons can also be used for children at risk for developmental problems or for children with delays who are experiencing significant social interaction skill deficits. Additionally, the program is designed to include peers who are either developing normally or have higher levels of social competence. These peers participate in all phases of intervention, providing both models and interaction partners for children receiving intervention. The procedures presented here were intended for use by early childhood special education teachers, but they can be implemented by teachers in typical preschool or day-care centers or by paraprofessionals or volunteers (with some assistance from the teacher) in a wide variety of settings.

## ■ What Does *Play Time/Social Time* Teach?

This curriculum teaches social interaction skills to children with and without disabilities and provides the classroom teacher with a variety of strategies to increase the social interaction and social competence of children enrolled in the class. But what exactly is this intervention trying to accomplish?

*Play Time/Social Time* can be used to teach specific social interaction skills to preschool children, both those who have developmental delays or disabilities and those who are developing normally. Social interaction skills are those social behaviors that children use to begin or maintain social interaction with peers. In this curriculum, children are taught six social interaction skills:

1. ***Sharing***—offering toys or materials to initiate play and interaction
2. ***Persistence***—maintaining efforts to initiate social interaction
3. ***Requesting to share***—asking other children for toys to initiate play and interaction
4. ***Play organizing***—suggesting specific activities or themes to other children for play and interaction
5. ***Agreeing***—agreeing with others or offering positive responses to social initiations from others
6. ***Helping***—giving or requesting assistance to other children

The program also provides structured play activities where teachers verbally prompt children to use social interaction skills to increase their rates of social interaction. Social interaction is something more than "playing together." (For the purposes of this program, social interaction is defined as the *direct* exchange of behavior between two or more children.) During social interaction, children may talk to one another, exchange materials, or take turns in an activity; in all instances, social interaction is identified because the children are "in synch" as they talk or do something *together*.

Finally, the purpose of this intervention program is to increase the *social competence* of young children who have developmental delays or disabilities. Social competence is a general summary term for the overall quality of a child's social behavior in free-play settings. Evaluations of social competences are based to a large extent on a child's observed social skills and rates of social interaction, which represents more of a qualitative judgment (by teachers, parents, peers, or others) regarding the amount, type, appropriateness, and variety of social behaviors the child exhibits in one or more social situations.

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***Play skills*** are related to, but somewhat different from, the social interaction skills taught in this curriculum. *Play* refers to the use of materials or toys or to participation in activities in a fun, intrinsically motivated manner. Children engage in an activity because they enjoy it. Play requires the motor and cognitive skills necessary to participate in age-appropriate activities—abilities like fine motor reach-and-grasp for manipulating toys or assembling puzzles; large motor locomotion to move across settings, climb on large structures, or participate in rough-and-tumble play; and language or cognitive skills to imitate others or participate in sociodramatic activities. The functional use of toys and competence in at least simple forms of play (for example, object manipulation) is essential to successful participation in the program. While play skills are not taught directly in these activities, they can be developed incidentally through participation in the program.

## The Historical Perspective

For more than 100 years, educators, psychologists, parents, and others have been concerned about the social competence and social interactions of individuals with disabilities. Throughout the history of disabilities research, prominent investigators (including Simón Binet, James Baldwin, and Jean Piagét) have suggested that social intelligence or competence is distinct from cognitive development, and that each exerts a reciprocal effect on the other in the growth and adaptation of individual children. Since the early 1960s, the American Association for Mental Retardation has defined mental retardation as *both* impaired intellectual functioning *and* documented problems in social competence or adaptive behavior.

A number of researchers have shown that children with and without disabilities differ in both the quantity and quality of social interaction and social competence. Compared to children without disabilities, children with disabilities spend more time in isolate play (Kopp et al. 1992), make fewer attempts to initiate social interaction (Spicuzza et al. 1991; Strain 1983), are less likely to respond to the social initiations of others (Strain 1983), and spend less overall time engaged in direct social interaction with peers (Guralnick and Weinhouse 1984). Additionally, research has documented that young children with disabilities are less likely to be accepted as friends by their nondisabled peers (Guralnick and Groom 1988) and are likely to receive lower ratings of the overall quality of social interaction skills from their teachers or other adults in their classrooms (McConnell and Odom 1991). These findings are consistent with information gathered directly from early childhood special education programs. For instance, in a national survey of preschool special educators, teachers reported that an average of 74 percent of their students would benefit from learning more age-appropriate ways of interacting with their peers (Odom et al. in press).

Additionally, direct examinations of the IEPs of more than 100 children in early childhood special education programs showed that 60 percent of the children had at least one long-term goal related to social interaction and competence (McConnell et al. 1992).

Since the early 1970s, several teams of researchers have worked on the development and evaluation of *intervention procedures* to increase social interaction and social competence of preschool children with disabilities. Previous research with nondisabled preschoolers had proved that adult attention was an effective reinforcer to increase rates of social interaction in free play settings (Allen et al. 1964). Following this early research, many early interventions for special education students relied directly on teacher participation. Phillip Strain, Richard Shores, and their colleagues conducted a series of studies that showed the effectiveness of teaching nondisabled or more socially competent peers to serve as helpers in intervention (Strain et al. 1976; Strain et al. 1977; Strain and Timm 1974). After learning a small number of specific social behaviors, these "peer helpers" were prompted by the teacher to initiate social contact with target children during free play activities (Strain and Odom 1986). Other researchers have identified refinements that improve and expand the power of this "peer-mediated" teaching approach (Goldstein et al. 1992; Kohler et al. 1990; Odom et al. 1992; Sainato et al. 1992). Peer-mediated interventions have proven to be quite successful and retain a central role in the current intervention package.

At the same time, several other groups of investigators evaluated the effects of various modifications to the classroom environment and daily program (for example, setting aside specific play areas, using carefully structured play activities, or integrating children with and without disabilities) to increase the social interaction and competence of preschoolers with disabilities (DeKlyen and Odom 1989; Sainato and Carta 1992). Although generally not as powerful as peer-mediated interventions, these classroom arrangements are now well established as necessary conditions for more comprehensive social interaction skill interventions like the one presented here.

For the past 10 years, several groups of researchers have also explored ways to provide social skill training and free play intervention directly to children with disabilities. These studies have employed techniques similar to those developed in peer-mediated interventions, but they focused social skill training and intervention procedures directly on children with disabilities rather than depending solely on peers to deliver the intervention (Antia and Kreimeyer 1987; Haring and Lovinger 1989; McConnell et al. 1991). These "child-focused" interventions have proved to be effective in teaching social interaction skills to target children, as well as in transferring the use of these social skills to free play activities. These interventions also contribute to the design and implementation of *Play Time/Social Time*.

Most recently, investigators from the Vanderbilt-Minnesota Social Interaction Project (and others) have begun to explore ways to *combine* features of peer-mediated, classroom-arrangement; and child-focused interventions for promoting social interaction skills and competence. These studies have documented the unique contributions of each intervention, as well as the effects of combined interventions, on the social interaction and social competence of participants. By conducting these studies in community-based early childhood and special education classes, it was learned how to arrange training and intervention activities in typical classroom programs. Taken together, studies completed in 1990 and 1991 demonstrate that the combination of classroom arrangements with peer-mediated and child-focused interventions has the following effects:

1. Contributes to increases in social interaction rates of preschool children with disabilities
2. Increases the social behavior and participation of *both* target children and peers interacting with them
3. Can be implemented as planned by early childhood special education teachers, given the resources typically available in their classrooms (Odom and McConnell 1991)

The comprehensive intervention developed and evaluated in these studies thus serves as the basis for the procedures and suggestions described in this program.

## Development and Field Testing

The *Play Time/Social Time* intervention program was developed and evaluated over a four-year period, during which a number of studies were conducted. The studies included literature reviews, descriptive studies of social interaction and social competence, intervention studies for individual aspects of intervention, and large-scale field tests of the completed package. This research and development process began in 1987-1988 with a large-scale descriptive study of current practices in social interaction skill training and social competence outcomes for students in early childhood special education. This descriptive study showed that early childhood special education teachers applied a range of intervention techniques, with a focus on well-known and easy-to-implement interventions. Although some of the more recently developed and powerful interventions (for example, peer-mediated approaches) were observed occasionally, the overall rate of implementation of these procedures was substantially lower than that of other interventions. (McConnell et al. 1992). At the same time, this descriptive study confirmed further the need for social interaction skill interventions in classrooms. Children with disabilities participating in this study spent less time in social interaction, made fewer initiations, and responded to fewer initiations, than did nondisabled participants (Spicuzza et al. 1991).

During 1987-1988, more than 125 early childhood special education teachers from around the United States were surveyed (Odom et al. in press). These teachers were asked to judge the acceptability and ease of use of approximately 50 different strategies for promoting social interaction and selection of components for each of three distinct social interaction skill interventions.

Based on the descriptive study, the survey of preschool teachers, and previous research, three different intervention packages were developed and field-tested during the 1988-1989 school year. One package was designed around *environmental arrangements* intervention features; a second package included only those elements related to *peer-mediated* intervention; the third package provided *child-focused* intervention. Each package was implemented in four classrooms (two in Tennessee and two in Minnesota) under carefully controlled experimental conditions. These studies allowed assessment of the effectiveness of each intervention package, as well as the extent to which individual components of each package contributed to overall changes in social interaction for target children with disabilities.

Teachers from each of several of these experimental classrooms worked with research project staff during the summer of 1989 to review and revise manuals describing each intervention package. Based on teachers' recommendations, three types of instruction were developed:

1. Detailed schedules for guiding the implementation of each package
2. Procedures for adapting intervention in various ways
3. Information on structured play activities where teacher prompts could be provided

During the 1989-1990 school year, the Vanderbilt-Minnesota Social Interaction Project conducted a large-scale evaluation to test the relative effectiveness of each of the three intervention packages, as well as a package that combined intervention procedures from all three packages, when compared to one another as well as to typical intervention in early childhood special education classes. Twenty-one teachers and over 100 children with special needs participated in this study with classrooms randomly assigned to one of four experimental conditions. Based on extensive assessment of the social interactions, social competence, and overall levels of development of participating children both before and after intervention, this field test established that three experimental conditions (environmental arrangements, peer-mediated intervention, and child-focused interventions) improved different types of social interaction for participants when compared to classrooms where no special intervention was provided. However, it was also found that the combined intervention strategy was less effective than any single strategy, which was an unexpected result (Odom and McConnell 1991).

Finally, during the 1990-1991 school year, a team of researchers completed two sets of studies. First, for children who participated in the intervention study the previous year, information was collected about their competence in the classroom setting during the next year. The general finding was that these children were performing at levels found at the end of the intervention, despite the summer break and little or no intervention in the next year. Second, two small-scale evaluations of the combination of intervention strategies were conducted. This intervention had been revised based upon the recommendations of the teachers in the previous years. In both studies, this intervention was as powerful as the peer-mediated or child-focused interventions that were investigated earlier (Spicuzza et al. 1992; Odom et al. 1992). The intervention strategies discussed in this curriculum reflect the final revision of the combined intervention approach.

# Selection of Participants

This intervention curriculum was designed for three- to six-year old children with or without disabilities who engage in little or no positive and playful social interactions with their peers. The first step in any intervention/curriculum approach is to identify children who are in need of the skills that the curriculum teaches. Several strategies for identifying children who are likely to benefit from this curriculum are described. This intervention/curriculum requires that children who are socially competent and active social partners participate in the intervention/curriculum activities. Strategies for identifying those children are also recommended.

## Strategies for Identifying Children for Intervention

Although some children with disabilities may have difficulty in acquiring social skills, others may be socially competent. The teacher's task is to identify which children can benefit from the intervention/curriculum. To accomplish this, the teacher need look no further than the child's social behavior in the play group. Given an activity in which children have the opportunity to play together, does the child engage in one or two playful interactions during a five-minute period? A child's social behavior, or lack of it, on any *one* day is probably not enough of an indicator to raise concerns. If over several days a pattern of social isolation emerges, then the teacher takes the next step of ruling out reasons, other than social interaction skill deficits, for the lack of interaction.

Children may choose not to interact with their peers for a variety of reasons, so teachers observing a child should ask themselves the following questions:

1. Does the child know the other children in the class or play group? Children are often hesitant about interacting with children they do not know well.
2. Are the activities and settings familiar to the child? Novel activities or materials often lead to exploration, which reduces the amount of time a child spends in social interaction. Similarly, children in new settings where they do not feel comfortable or secure (for example, in the first few days of a mainstreamed preschool classroom) are less likely to explore and play with toys or engage in social interaction.
3. Are the play activities appropriate for the child? Play materials that are too complex reduce the child's engagement in play and, subsequently, the use of play materials in a social context with peers. Similarly, play materials may be inaccessible for a child with motor impairments unless the child is positioned correctly in the activity.
4. Is the child in good health? Children who are not feeling well are less likely to become interested in playing with peers. Sometimes medication makes children lethargic or uninterested in their surroundings.

If the answer is "yes" to any of these questions, then the teacher takes the next step of collecting more specific information about the child's social behaviors.

## ■ Collecting Systematic Information on Social Competence

For intervention purposes, it is recommended that teachers systematically observe children during play activities that do not include teacher prompting or reinforcement for interaction. For documenting children's social competence level, it may be necessary, because of legal requirements of the school system, to employ a formal, norm-referenced assessment instrument. The following section briefly describes commercially available assessment instruments for assessing young children's social behavior as well as less formal observational approaches. A more in-depth review of assessment approaches for preschool children's social interactions may be found in Odom and McConnell (1989).

***Norm-referenced instruments.*** Norm-referenced instruments allow teachers to compare the social performance of children in their classes with a larger sample of children of the same age. In Table 1, a number of commonly used norm-referenced assessments are listed as a resource for the teacher. In research for this project, the California Preschool Social Competency Scale (Levine et al. 1969) was used, although the norms on this scale are over 25 years old, and quite a few items relate to the broader domain of adaptive behavior. The *Vineland Adaptive Behavior Scale* (Sparrow et al. 1984) is a frequently used instrument with a subscale related to social competence. The advantages of using a scale like the Vineland is its standardization and its wide recognition; the disadvantage is that very few items relate to peer interaction. The Social Skills Rating System by Gresham and Elliott (1990) is a standardized scale with recent norms and could serve well as an instrument for documenting social skills performance. The *Social Competence Scale* was developed by Kohn (1988) to identify children with social competence deficits. This scale also provides norms for preschool children.

***Informal rating scales.*** Several informal rating scales are found in Table 1. The *Teacher Rating of Social Interaction* (TRIS) is an eight-point rating scale that could be useful for screening children. It contains both positive and negative items, is very quick to complete, and has been used in programs for young children with disabilities. The *Teacher Rating of Intervention Behavior* (TRIB) scale is a 16-item rating scale that includes specific items related directly to the types of intervention target behaviors included in this curriculum. It could be useful for evaluation of this intervention program.

**Table 1**
**Play Time/Social Time**
**Teacher Rating Assessments of Social Behavior**
**Appropriate for Preschool Children**

| Norm-Referenced Scales | Scores | Description |
|---|---|---|
| Vineland Adaptive Behavior Scale (Sparrow, Balla, and Cicchetti 1984) | Age scores and percentile rankings for social age | General adaptive behavior scale with a social competence subscale |
| California Preschool Social Competency Scale (Levine, Elzey, and Lewis 1969) | Raw score and percentile rankings by age, gender, and family income level | A 30-item Likert-type rating scale with four points per item; all points are behaviorally anchored |
| Social Competence Scale (Kohn 1988) | Raw score and percentile rankings by age, agenda, and family income | A 4-point Likert-type scale containing both positive and negative items related to social competence |
| Social Skills Rating Systems (Gresham and Elliott 1990) | Raw scores converted to behavior levels, standard scores, and percentile ranks | A 40-item, 3-point scale with ratings of frequency and importance per item |
| Battelle Developmental Inventory (Newborg, Stock, Wnek, Guidubaldi, and Svinicki 1984) | Age equivalent, standard score, and percentile rank | Personal-social items included on a subscale of the more general developmental assessment |

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| Table 1 (continued) | | |
|---|---|---|
| **Informal Rating Scales** | **Scores** | **Description** |
| Social Interaction Rating Scale (Hops et al. 1979) | Summary score | An 8-item scale with 7 rating points per item |
| Teacher Rating of Social Interaction (Odom et al. 1988) | Summary score and positive and negative subscores | An 8-item scale with a 5-point Likert-type scale |
| Teacher Rating of Intervention Behavior (Odom, Kohler, and Strain 1987) | Summary score and individual item ratings | A 16-item scale; 14 positive and 2 negative items; each point of the 5-point Likert-type scale is behaviorally anchored |
| Teacher Impression Scale (McConnell and Odom 1991) | Summary score and individual item scores | A 16-item, 5-point Likert-type scale. Teacher completes after observing a child for a 5-minute period with no teacher prompts. |

***Teacher Impression Scale.*** Table 2 shows The Teacher Impression Scale (TIS), which is an informal rating scale developed specifically for this curriculum. Each of the 16 items contains five points. The teacher completes this scale directly after observing a child during a free play activity with peers. A child who scores 1 or 2 on the majority of items is an appropriate candidate for this intervention program.

***Instructions for observing children.*** The TIS is designed to guide teachers' direct observations of children. The teacher observes the children during a free play or structured play time in which they are not being prompted by the teacher. The teacher observes only one child at a time. It is recommended that a standard of five minutes of observation be used. During that time, the teacher watches only the child of interest. The child is watched on several different occasions to obtain a representative sample of the behavior (three to four observations over a two-week period). The teacher examines both individual item scores and overall scores when using these data to determine if a child is a candidate for this intervention.

## ■ Characteristics of Children Who Benefit from Intervention

Several types of children can benefit from participating in this intervention.

Children who are socially isolated or withdrawn certainly benefit. These children never engage in interaction with their peers, move away when peers come close to them, and ignore or rebuff peers' attempts to begin social interaction. These children appear to have little or no interest in interacting with their peers. For example, Jesse is playing with a toy car on the floor. Henry comes over to him with his car and says, "Jesse, want to race?" Without saying a word, Jesse gets up and moves to another part of the room where there are no other children.

**Table 2**

**Play Time/Social Time**

**Teacher Impression Scale**

Child Name ______________________________ Date __________________

Teacher ________________________________ Subject Number____________

Please read each item below and rate the degree to which it describes the child's behavior **in your classroom program**. *If you have not seen the child perform a particular skill or behavior, circle* **1**, *indicating* **Never.** If the child frequently performs the described skill or behavior, circle **5,** indicating **Frequently.** If the child performs this behavior in between these two extremes, circle **2, 3,** or **4** indicating your best estimate of the rate of occurrence of the skill.

**1 = Never Performs Skill 5 = Frequently Performs Skill**

**Circle only one number for each skill. Do not mark between numbers.**

| | |
|---|---|
| 1 . . . 2 . . . 3 . . . 4 . . . 5 | 1. The child converses appropriately. |
| 1 . . . 2 . . . 3 . . . 4 . . . 5 | 2. The child takes turns when playing. |
| 1 . . . 2 . . . 3 . . . 4 . . . 5 | 3. The child plays cooperatively. |
| 1 . . . 2 . . . 3 . . . 4 . . . 5 | 4. The child varies social behavior appropriately. |
| 1 . . . 2 . . . 3 . . . 4 . . . 5 | 5. The child is persistent at social attempts. |
| 1 . . . 2 . . . 3 . . . 4 . . . 5 | 6. The child spontaneously responds to peers. |
| 1 . . . 2 . . . 3 . . . 4 . . . 5 | 7. The child appears to have fun. |
| 1 . . . 2 . . . 3 . . . 4 . . . 5 | 8. Peers interacting with the child appear to have fun. |
| 1 . . . 2 . . . 3 . . . 4 . . . 5 | 9. The child continues an interaction once it has begun. |
| 1 . . . 2 . . . 3 . . . 4 . . . 5 | 10. Peers seek out the child for social play. |
| 1 . . . 2 . . . 3 . . . 4 . . . 5 | 11. The child uses appropriate social behavior to begin an interaction. |
| 1 . . . 2 . . . 3 . . . 4 . . . 5 | 12. The child enters play activities without disrupting the group. |
| 1 . . . 2 . . . 3 . . . 4 . . . 5 | 13. The child suggests new play ideas for a play group. |
| 1 . . . 2 . . . 3 . . . 4 . . . 5 | 14. The child smiles appropriately at peers during play. |
| 1 . . . 2 . . . 3 . . . 4 . . . 5 | 15. The child shares play materials with peers. |
| 1 . . . 2 . . . 3 . . . 4 . . . 5 | 16. The child engages in play activities where social interaction might occur. |

A second type of child who can benefit from this intervention has an interest in interacting with peers but is socially unskilled. These children try to begin play with other children in a manner that disrupts the play activity or that is not likely to engender a positive response. In addition, when other children attempt to initiate an interaction, the child responds in a way that terminates the interaction or reduces the likelihood that the other children will attempt to interact with the child again in the future. For example, LaShon, our target child begins an interaction by saying to Yolanda, the peer, "Lets' play house." At the same time, he accidentally knocks over the house that Yolanda built out of blocks and grabs the toy she was playing with.

A third type of child always responds negatively to peers, or generally interacts in a negative manner. For example, Marta, our target child, is playing with blocks. Ricardo, a peer, comes to her table and says, "That looks like fun, let's build a zoo (the teacher has just read a zoo story)." Marta pushes him away hard and says, "No, these are all mine."

Negative behavior is rarely associated with only peer interaction. It occurs across activities in the classroom, with adults as well as with other children. For this child a separate behavior modification program to reduce aggressive or negative behavior is recommended. This program could include time-out, direct reinforcement of other more preferred behavior, or other nonaversive treatment strategies. While a behavior reduction program may reduce negative behavior, it is important to teach appropriate positive social behaviors and provide opportunities to practice them. Involvement in this curriculum provides such skills.

## Disabling Conditions and Social Competence Deficits

Although it is recommended that teachers base their decision for including a child in this intervention upon the child's social behavior (or its absence) and prerequisite skills, it is often possible to anticipate social skills deficits from the nature of the child's disability.

Almost by definition, children with autism engage in little peer interaction and avoid contact with peers. Teachers need to examine the prerequisite skills for these children, because some children with autism have delays in play skills. Children with communication deficits, especially expressive deficits related to pragmatics, can experience difficulties in engaging in positive and sustained interactions with peers. Children with hearing impairments have difficulty communicating effectively with peers in social play contexts. At least some children with more pervasive developmental delays, such as mental retardation, have particular difficulty in developing peer interactions. Many children with visual impairments are slow to develop peer-related social skills, often preferring more predictable adult interaction if given the opportunity. For these children, the inability to use the visual information embedded in all social behavior may be responsible for the social skills delays.

## Prerequisite Skills

Children need two prerequisite skills to benefit optimally from the *Play Time/Social Time* intervention. First, they should have some level of purposeful play and, second, they should have a minimal level of communication with adults.

***Purposeful play.*** To interact socially in a purposeful play context (which is the context of this intervention approach), children must understand "play" at least at a very elementary level. A child who primarily bangs, throws, or chews on play materials, rather than using them in a purposeful play manner, will benefit from an intervention approach that is designed to teach play skills. A child participating in such an intervention should be able, at least, to use toys in a symbolic manner as the toys relate to themselves. That is, the child might pretend to drink from a play teacup, or eat a plastic hamburger from a toy kit. This type of symbolic play is very elementary and occurs in typical children during the second year of life.

***Communication with adults.*** Children need a few basic communication skills for relating to the teacher. They should be able to communicate in at least single-word utterances or gestures and be able to understand and follow simple, one-step directions that may be accompanied by the teacher's gestures. Children should also be able to imitate short phrases spoken by the teacher.

***Attendance.*** One other factor needs to be considered. A child's attendance in school influences how effective this intervention is, just as it does other types of learning activities during the child's day. This is especially true during the first 25 days of the intervention when children are involved in daily lessons. During these days, one lesson builds upon the lesson of the previous day. If a child is expected to be absent during the first 25 days of the intervention, the program should not be started until the child returns to the classroom.

## Socially Competent Peers

The curriculum in *Play Time/Social Time* is built on the assumption that jointly learning social interaction skills and participating in social interactions with socially competent peers leads to acquisition of social interaction skills. Thus, socially competent peers without disabilities must be available to participate in intervention lessons and play activities. For optimal participation, socially competent peers should have the characteristics that are listed on page 18.

## ■ Ongoing Monitoring and Evaluation

In addition to identifying children who might benefit from social interaction interventions, assessment information can be used to monitor, on an ongoing basis, the effects of the intervention on a child with disabilities and to determine the effects of the program on a child's social participation.

*Monitoring effects.* To determine the day-to-day effects of the intervention program, it is important to collect data on an ongoing basis. The TIS is a useful tool for collecting this type of information (the TRSI and the TRIB are also appropriate). On a weekly basis, teachers complete the TIS immediately after conducting a structured play group that accompanies the social skills lessons or prompting strategies. As noted earlier, item ratings of 1 or 2 will probably occur during the pre-intervention phase. As the child moves through the intervention lessons and structured play experiences, these ratings increase to 3 and 4, and possibly 5.

The teacher may establish "local norms" for the TIS by observing and completing TISs for several children who are socially competent in their peer interactions (for example, nondisabled children or children with mild disabilities). These children's performances on the TIS are used as the standard of comparison for the children with disabilities. To examine the generalized effects of the intervention, teachers observe target children in less structured settings (for example, free play, making choices, or centers time), perhaps with different peers. The teacher must ensure that such generalization settings contain the necessary elements to allow social interaction opportunities (for example, social toys, socially responsive play group).

*Summative evaluation.* At the end of the year, most teachers must complete a final evaluation of all their children. The TIS may be used for this. The summative evaluation follows the same procedures used earlier in the year. That is, the teacher observes a child for standard five-minute periods three or four times over a two-week period. The observations occur in a play setting, and the teacher does not prompt or reinforce social interactions.

In addition to using informal rating scales, teachers may need to collect norm-referenced information for an end-of-the year evaluation. The standard observations conducted with the TIS are an excellent basis for completing the more norm-referenced scales. After all the TIS observations have been conducted, the teacher completes the norm-referenced scale with the same scale used at the beginning of the year. Any norm-referenced instruments noted in Table 1 might prove useful. For these instruments, the teacher can develop "local norms" by completing the norm-referenced scales on socially competent children in the same class or from other classes. These children's scores serve as the comparison for the target children.

Socially competent peers come from a number of sources. Usually they are children without disabilities, although children with mild disabilities can be included as peers if they meet the Criteria for Socially Competent Peers.

If enrolled in a mainstreamed or integrated special education classroom, socially competent peers may be classmates and can be included directly in the intervention groups. However, children with disabilities are often enrolled in nonintegrated classrooms. In this case, children without disabilities have to be integrated at least for part of the day to participate in the social interaction activities. If the class is located in a public school, children from kindergarten classes can be solicited to participate in the intervention. The next sections are concerned with setting up the intervention environment and describe specific strategies for recruiting children without disabilities to participate.

## *Play Time/Social Time*

## Criteria for Socially Competent Peers

**Socially competent peers who participate in this program should exhibit the following:**

Age-appropriate play skills

Imagination and creativity in play
(generating their own play ideas)

Socially active roles as play partners

Good receptive and expressive communication

Reliability in following the teacher's instructions

Ability to attend to a task for 10 minutes

Willingness to participate

**Other criteria for participating in this program include:**

A good attendance record

A good academic record
(because they are likely to miss 20 to 30 minutes
of daily programming to participate in the play groups)

Parent and teacher permission

Absence of a negative history of peer interaction,
especially with the target child

# Using *Play Time/Social Time* in the Classroom

*Play Time/Social Time* contains three components, social skills lessons, structured play activities, and procedures for verbally prompting and fading prompts.

*Social skills lessons* provide an introduction to social interaction skill concepts. In these lessons, you describe a specific social skill, model the use of the skill in a play context, have the children demonstrate their use of the skill, and provide feedback to the children.

*Structured play activities* provide a receptive setting for children to practice skills they learn in social skills lessons.

*Procedures for verbally prompting and fading prompts* are used to engage children in the social skills during the structured play context.

Each component is described in detail later in this section. First, ways to set the stage in the school and classroom so children will receive optimal benefits from these three components are discussed.

## Setting the Stage in the School

***The classroom.*** This intervention/curriculum can be used in different types of classrooms (for example, mainstreamed classes, integrated special education classes, and nonintegrated special education classes located in buildings with kindergarten classes). An essential factor in implementing the intervention is that socially competent children, preferably without disabilities, be available to participate in the lessons and activities. If you have a mainstreamed or integrated special education class, this is not an issue because socially competent children enroll as classmates of children with disabilities. However, in many school systems, preschool special education classes are not integrated but are located in elementary school buildings that also contain preschool or kindergarten classes for nondisabled children. Strategies for integrating nondisabled children into special education classes to participate in the social interaction intervention/curriculum are described later in this section. **This program does not recommended placing children with disabilities in nonintegrated special education classes. What is recommended is that classes be integrated.** However, procedures for such placement are included because they fit the current pattern of service delivery in the majority of public school special education programs.

***Parents' support.*** Focus on social skills training from the first day of school. Elicit parents' support and enthusiasm for social skills training by communicating your own enthusiasm in a letter sent home on the first day of school. Whether social interaction training begins early in the school year or at a later time, parents can be a main resource for supporting their child's interest in a new learning experience. Through constant communication about the success of the training and description of specific techniques, parents can reinforce both an accepting attitude and excitement for the process of building new friendships.

***Selection of target children.*** Observe children's interactions and reactions to new individuals in their new environment. Following procedures described previously in Selection of Participants, select children who most need a systematic program to help them learn successful social interactions. The number of children selected depends on their needs as well as on the classroom time that can be devoted to social interaction activities. Letters or other communication should describe the social interaction training process and parents should specifically indicate their support for their child's involvement. Whenever applicable, children's involvement in social interaction training should be indicated on the IEP.

***Selection of peers.*** Identify an equal number of nondisabled kindergarten children with age-appropriate social skills to be involved in social interaction activities as peers. Children with disabilities benefit from interacting with socially competent peers. Social interaction activity periods should include students with disabilities who are identified as low interactors as well as at least an equal number of socially competent peers. Social interaction activities appear to have the best results when participating peers are nondisabled children. In situations where nondisabled children are unavailable, students with mild disabilities but who are socially competent can be involved as peers.

Once teachers in other classrooms have agreed to participate, ask them to nominate children in their classrooms who demonstrate good social interactions with peers. Give these teachers a list of characteristics on which to base their decisions. See the list Identifying Students for the Social Interaction Play Groups. After identifying a list of possible peers, preschool or kindergarten teachers need to send home letters requesting that the children be allowed to participate in the intervention. The special education teacher supplies the letter. A sample permission letter is on page 23. After receiving permission, visit the children's classroom during play periods to observe them interacting with their peers. Also, make arrangements for prospective peers to visit the special education classroom and to be involved in small-group play periods with the children who have disabilities and have been identified for inclusion in social interaction training. From your observations of this play group over a three- to four-day period, make a final decision about the preschool/kindergarten children who should participate in the intervention. These children need to express a desire to continue to participate in the play group.

The number of peers selected for inclusion should equal or exceed slightly the number of children with disabilities identified for social interaction training. Sometimes it is helpful to choose one or two more kindergarten children than are actually needed for making up the dyads. This compensates for peers' absences or other incidents that prevent children from being available for the intervention (for example, parents of a child moving out of town). The same peers will attend social interaction activities throughout the social interaction training.

***Talk it up—become a PR agent.*** Talk with your principal to gain support. When available, the relative quiet of the planning days before school starts provides an excellent time to begin implementation of the social interaction intervention. If teachers are working in nonintegrated classrooms, plans to begin social skills training should be discussed with the school principal and at least informal permission for implementing the intervention should be received. This includes permission to integrate nondisabled children from preschool/kindergarten classes into the special education classes. The benefits of social skills training, both for children with disabilities and nondisabled children, can be informally discussed with the principal and other colleagues, and support for the importance of social interaction training can be achieved.

***Recruit the help of teachers in regular classrooms.*** Focus especially on those educators who understand the importance of social interaction training for all children. If nondisabled children from other classes are going to be included as peers, solicit preschool or kindergarten teachers' cooperation in selecting a few of their students to be involved in the intervention and in organizing their schedules to allow participation. In addition to the benefits expected for children with disabilities, the benefits to the nondisabled students can be highlighted as an advantage. Discuss expectations regarding the

## Identifying Students for the Social Interaction Play Groups

We would like you to help us identify children who are appropriate to include in a social interaction play group. Children who meet the criteria listed below appear to work well with preschool children and enjoy participating in these play groups. Please read the list and identify six children in your class who meet these criteria.

Selection Criteria:

1. Age-appropriate or good play skills
2. Socially responsive
3. No history of significant negative social interaction with the child with social interaction deficits who is the focus of the intervention
4. Vocal language
5. Follow teacher instructions
6. Attend to task for 10 minutes
7. Good attendance
8. Strong academic record
9. Willing to participate
10. Parent and teacher permission

Please list the children in your class who meet the above criteria and would be candidates for participation in the social interaction play groups.

1. ______________________________________________
2. ______________________________________________
3. ______________________________________________
4. ______________________________________________
5. ______________________________________________
6. ______________________________________________

Date ________________

Dear Parent,

As a special education teacher in the preschool classroom in your child's school, I am designing a play-group period to help preschool children learn social interaction skills. These skills include sharing, making suggestions for play, assisting, and responding to their peers. Because of your child's skills in this area, I would like to ask your child to participate in this program with several kindergarten classmates.

In this program I will teach some children from the kindergarten classes to play and interact with children in my class. I will also teach my preschoolers to play and interact with your child and the other kindergartners. This program will take about 15-20 minutes a day and will occur in close coordination with your child's teacher. By participating, your child will spend a small portion of the day with two or three other kindergartners in play activities in the preschool special education classroom under my supervision.

I anticipate that your child will benefit from this participation because play and learning to start and extend positive social interactions seems to produce positive effects for all children involved in the interactions. Your child will also have the opportunity to develop new friendships, increase awareness about children with disabilities, and receive special attention in a small group setting.

If you have any questions about this program, I will be pleased to talk with you. To allow your child to participate in these daily play groups, please sign below and return this letter to your child's teacher.

Sincerely,

__________________________________

Telephone ________________________

. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

I give my permission for __________________________________________
to participate in the play groups described above.

Signature____________________________________________

Date ______________________________________________ educator's involvement as specifically as possible and give assurance of your willingness to cooperate in scheduling times for play groups that fit the schedule of the kindergarten classroom. Without the close coordination of schedules among all involved classrooms, the success of the intervention may be compromised by sporadic attendance of the nondisabled peers. As much as possible, the teachers in regular classrooms who are selected to be involved in the intervention should agree to the importance of social interaction skills for all children. The more the teacher supports the intervention (rather than simply agreeing to be involved) the greater the probability of success. The special educator's skill as a "public relations agent" can provide an important component throughout the duration of the intervention.

***Stay active as a PR agent.*** As children with disabilities become more active social partners, friendships between children with disabilities and their nondisabled peers may develop and grow. Share descriptions of these changes with the students' regular teachers, parents, and principals. Invite interested individuals (parents or other teachers) to observe the intervention play groups. If it is not possible to work out direct observations, make videorecordings of play groups on a regular basis to share with the parents or preschool/kindergarten teacher. These can also be used to add interest to open houses or parent conferences. Principals can use the videos as examples of how integration is occurring in the school. Still photos can also provide a record of changes in the children. A group picture taken at the beginning of social interaction training and one taken at the end can be given to each child to help them remember the friendships formed during their special times together.

## ■ Setting the Stage in the Classroom

***Arrange the environment.*** The first step in using any curriculum/intervention is to arrange the classroom environment so that curriculum procedures can be implemented. In fact, this classroom "environmental arrangement" itself is a form of intervention. Such arrangements set the occasion for social interaction, but they may not be sufficient to support the acquisition of social skills for many children with disabilities.

The research literature provides several environmental arrangement strategies. From this literature and the research described earlier, the following three aspects of classroom arrangement are shown as particularly important:

1. Limit the space where play activities occur. In relatively small areas, rather than in large, free-play areas, children are more likely to engage in social interaction with peers.
2. Provide organization or structure to the play activity. That is, include in the play area only toys or play materials that relate to one play theme and specify roles within the play theme that lead to positive social interaction among peers.

3. Create heterogeneous play groups. In these groups, children with disabilities, who do not usually engage in social interaction, participate in play activities with socially competent peers.

These three environmental arrangement strategies—limited space, activity structure, and heterogeneous play groups—"set the stage" for social interaction among young children with and without disabilities. The following sections present in detail each of these arrangements.

***Physically arrange the classroom to support social interaction.*** Include an area approximately 10′ × 10′ to be used primarily for social interaction activities. Planning to use an area in your classroom specifically for social interaction periods assures that the physical environment is arranged in ways that support social interaction by eliminating distracting elements. In addition, children will learn to associate the area with social interaction and anticipate the use of the techniques they will be learning during training periods. Limiting the size of the play area in this way increases positive social interaction. Children should be required to stay within this area throughout the social interaction activity period. When planning the layout of the classroom, include as many of the following components as possible:

1. Clearly indicate the boundaries of the environmental arrangements area. Some methods for doing this include:
    - Partially border the area with bookcases or room dividers
    - Use a carpeted area
    - Mark the boundaries on the floor with brightly colored tape
2. Locate play materials (for example, play kitchen appliances) and appropriate storage units close to this area to facilitate transporting supplies.
3. If social interaction periods are scheduled at the same time as structured learning activities (for example, pre-academic or language groups), separate the social interaction area from the instructional areas to reduce the distraction to both groups.
4. Many play activities in this curriculum require a table. Plan the layout of the room to include a small table within or near the social interaction area. The table should accommodate four children comfortably but should not be so big as to separate the children from each other.

***Structured play.*** A set of 21 social interaction activities is included in Appendix A of *Play Time/Social Time*. An activity is scheduled for each day of the intervention. In these activities, limit children's access to play materials during social interaction periods. This may increase the amount of interaction as children attempt to share materials. The materials chosen for any activity period relate to a specified play theme or topic, such as pots, pans, and play food for the theme of "Cooking and Eating." In addition, materials have been selected which will keep the students' attention for the entire length of the period and will promote mutual use by two or more students. Materials were selected based on one or more of the following characteristics:

1. Toys or materials that allow some manipulation but are not so intricate that they require one child's whole attention.
2. Toys that include an element of sociodramatic play or items that might be adapted for sociodramatic play.
3. Materials or toys that children can question each other about.
4. Toys that one child might need help in operating (either physical assistance or verbal instructions).
5. Materials that are not normally available as classroom materials (for example, toy garage, toy zoo, miniature characters from TV series and movies).
6. Toys with a number of parts but not so many that most of the play period will be spent in examination. A small number of parts encourages students to share those parts.

Plan to use the suggested social interaction activities at least one or two times before changing any activities designated for training and structured play periods. Children should have enough familiarity with play materials to know how to operate all parts and have some idea of the types of play possible with an item. After an initial opportunity for familiarization (perhaps an opportunity to play with the item during free play), the materials should be kept as novel as possible. You can do this by allowing access to social interaction toys only during the social play periods. Activities that did not stimulate much interest or interaction when used once may be highly motivating at a later time as changes occur in children's social and play skills.

After closely monitoring activities for one or two lessons, you can modify them as necessary to meet the needs of the target children. Modifications made in the activities on which the social interaction training is based should reflect the standards for choosing toys listed above.

You may know about other appropriate activities or wish to design some yourself. The Activity Lesson Plan on pages 31-32 will be helpful in writing additional lesson plans.

There are a number of ways to "stretch" a limited supply of toys to obtain the suggested materials or to make changes in the suggested activities. The more creative you can be, the more students enjoy participating. The following ideas may be feasible in your situation:

1. Work out an exchange plan with another preschool teacher that allows you to exchange toys periodically. There are old toys in every classroom that students are tired of playing with. If these toys are exchanged with those from another classroom and returned to the original classroom a month or so later, they

appear new and exciting. Post a notice in the teachers' lounge to request borrowing specific toys or to recruit teachers willing to cooperate in a toy exchange program.

2. Use some of your yearly supply allotment to buy toys. Consider social interaction as an educational activity that needs supplies as much as writing needs paper and pencils.
3. Purchase inexpensive toys at flea markets or yard sales. Ask parents to help purchase toys or donate used ones. For example, suggest they give the classroom money to purchase a toy rather than buy you a Christmas present.
4. Ask community groups and businesses to donate toys to your classroom periodically. When contacting groups, specify the toys or types of toys that meet classroom needs.
5. Contact other community resources such as local fast-food restaurants or hospitals and request that they donate some of their supplies (food containers and bandages) for use in sociodramatic activities. Explain how the materials will be used to help children increase their social interaction skills.
6. Borrow toys from your own children or other teachers' children for short periods.
7. After a toy has been used in social interaction activities one or two times, make modifications that add novelty (add a new part or change the theme slightly). Suggestions for this are given in the intervention activities.

## ■ The Teacher's Participation

The nature of your direct involvement in the play activities varies across phases of the intervention. However, the following paragraphs provide general guidelines for your participation and also for children's involvement:

1. **Adult's Rate of Interaction.** In the play activities, limit your interactions with the children except when introducing the play activity or providing prompts, which are described in the following paragraphs. Limited adult interaction encourages children to interact with one another rather than with the adults.
2. **Adult Prompting.** Prompt children's social interactions at different rates during the intervention. The prompting is designed to provide practice of specific skills. A general rule is to provide the minimum amount of prompting required to maintain social reciprocity during play activities.
3. **Adult Reinforcement.** Rewards of praise, edibles (crackers, candy), or materials (stickers, toys) for social interaction should not be given in the structured play activities, although some verbal feedback and praise does occur in the social skills

lessons. The rationale is that the social interactions alone will become reinforcing as children learn social skills. Adult reinforcement for specific social interactions can interfere with this process. *However,* you may provide verbal praise to all children for coming to the play group as long as it is not contingent on their reaching specific levels of social interaction.

4. **Activity Goals.** At the beginning of the activity, describe the activity goal. The goal should specify the kinds of things the children will do (for example, "Build a house with the blocks") and suggest that their play occur with another child (for example, "Work together to build one house with the blocks").
5. **Activity Materials.** Limit the materials to encourage joint projects and interactions (for example, use one set of cooking utensils for every two children).
6. **Activity Roles.** The role that each child adopts should lend itself to social interaction. Limited materials in combination with roles you specify encourage social interaction. (For example, give one child the toy garage and the other child the toy cars. Direct the first child to show the other child where to put the cars.) During sociodramatic activities such as Hamburger Stand and Doctor, it is important that you initially assign roles to the children. The roles should be appropriate to the children's ability levels. For example, in Hamburger Stand, suggest routines such as putting food in bags by less-skilled children and asking for orders by more advanced children. These role assignments will change as the children become skillful players. In fact, children will eventually become proficient at assigning their own roles in the play activities.

## ■ Creating Heterogeneous Play Groups

The social interaction activities should include children with disabilities who are the targets of the intervention and socially competent peers. The more competent children can be integrated from preschool or kindergarten classes or, preferably, may be part of the integrated or mainstreamed class in which the intervention/curriculum is used. Choose an equal number of target children and socially competent peers to participate in the groups. Sometimes it is useful to include an extra socially competent peer on a permanent basis to compensate for children's absences.

## ■ Schedule for Success

The precise scheduling of the many activities and events within the classroom environment is a major part of effective teaching. Careful scheduling affects positively the success of social interaction skill training.

***Allow sufficient time in the daily schedule for social interaction training.*** Include social skills instruction in the classroom schedule on a daily basis. Select a time that fits easily into both the participating preschool/kindergarten teacher's schedule and the classroom schedule for children with disabilities. If possible, conduct these social interaction periods at the same time each day. In addition to making participation easier for cooperating teachers, scheduling social interaction periods at a consistent time allows children to anticipate the interaction.

The total amount of time needed for the curriculum depends on several factors. In the early stages, schedule at least 15 to 20 minutes for every *two* children with disabilities. Total time needed for social interaction training depends on the number of children in each classroom that are identified as having delayed social skills. (Remember that not all children with disabilities in special education classes need to be involved in direct training.) By including time for social interaction periods within the schedule made at the beginning of the year, you make a program-level commitment to promoting the social skills of your students with disabilities.

***Schedule a teaching assistant to engage children not involved in the intervention in semi-structured or structured activities.*** Plans need to be made for one or more teaching assistants to engage the other children while you are directing the social interaction periods. Although carefully monitored free play may be scheduled opposite social interaction training periods, structured or semi-structured activities are also an option.

***Include the social interaction activities in play periods for all the children.*** The social interaction activities provide high levels of interest, and the attention of children not involved in them is often drawn to the social interaction play groups. This may result in interruption of the play groups. By rotating the structured play activities used in this curriculum into the regular play periods for all the children, disruptions are less likely.

***Schedule an alternative group for children who are not involved in the intervention.*** Consider scheduling nontargeted students, peers, and targeted students waiting for their turn into an alternative play group that incorporates social interaction activities and materials into semi-structured play periods. This is an excellent method for organizing the activities of the children who are not at the moment involved. Materials from the previous day's intervention play group can be designated for a free-play experience and a teaching assistant can describe the activities briefly in a way that encourages creative uses of the play materials.

Children not participating in the intervention can have access to the same high-interest materials their classmates play with in the social interaction intervention groups, and children with low levels of play skills are provided with ideas to increase their play. The alternative group also allows target children additional time to explore and familiarize themselves with the play group materials. If nondisabled peers waiting for their turn for the social interaction training are included in the alternative groups, all children have increased opportunities to interact with normally developing playmates.

## Additional Ideas and Materials to Ease Implementation

***Assign partners daily.*** Pair one child who has a disability with one nondisabled peer. To keep track of pairings, make a partner board. Write the name of each child (peers and targets) on a different colored rectangle of poster board to make name cards. Attach a small velcro square to the back of each name card. On a larger sheet of poster board, mark off two or three sections to correspond with the number of pairs of children in the play group. On each section, attach four or six squares of velcro in two columns, two or three squares to a column. Attach the peers' name cards to the first column and the target children's name cards opposite each child's peer for that day. The children enjoy looking at the partner board each day and can help change partners as needed. Eventually they no longer need the prompt, but the board continues to help you remember the groupings.

***Use posters as reminders.*** Many skills taught during social interaction training periods incorporate patterned phrases to describe the technique. It is helpful to list the skill and descriptive phrases on a poster and place the poster in the social interaction play area. These act as reminders as you conduct the groups and provide prompts for assistants or other adults to use similar phrases when talking about social interaction with the children on more informal bases.

***Complete a daily evaluation checklist.*** At times, social interaction strategies can be complex, and many behaviors are demonstrated by the children throughout the year. To obtain the greatest benefit across time and situations, complete a daily evaluation checklist. This checklist can be used to:

- Record the success of the activity
- Note specific skills for which the children consistently demonstrate a need
- Note specific children and their needed skills that can later be focused on during directed practice times
- Generally record change across time

A sample of a Daily Evaluation Checklist is shown on page 33. However, you will probably need to streamline this sheet to record more individual characteristics of specific students. Make a databased record of the children's behavior on a regular basis. This information can be included as assessment and evaluative information on each child's IEP.

# *Play Time/Social Time*
# Activity Lesson Plan

Activity

Materials

Arrangement

**Introduction**

Greeting Activity

***Play Suggestions:***

Today we are going to play with

There are many ways we can play with

We can

Or we can

**Interaction Suggestions**

Remember we want to find as many ways as we can to play with our friends.
We might

Or

Or

**Model**

(Include specific children and the interaction you plan to have them demonstrate.)

***Review "rules"***

Stay in the play area until the timer rings.

Find as many ways as you can get your friends to play with you.

***Set the stage***

Assign partners or roles (be specific) ______________________________

Position children to begin play period ______________________________

**Variations**

# *Play Time/Social Time*
# Daily Evaluation Checklist

Date ____________________

Activity ______________________________________________________

*Children Present:*
(Circle those present)

*Description of any unusual conditions:*

| | Yes | No |
|---|---|---|
| 1. Was the activity easy to organize, find materials for, etc.? | ☐ | ☐ |
| 2. Did the children understand how to do the activity? (after your introduction) | ☐ | ☐ |
| Comments: ______________________________ | | |
| 3. Did the activity keep children occupied for most of the period? | ☐ | ☐ |
| Comments: ______________________________ | | |
| 4. Did children seem to enjoy the activity and want to play longer? | ☐ | ☐ |
| Comments: ______________________________ | | |
| 5. Was the activity conducive to social interaction? | ☐ | ☐ |
| Comments: ______________________________ | | |

6. Did the activity promote positive or negative social interactions? (circle one)
Comments: ______________________________

7. Did the children use the toys constructively, sociodramatically, or in a repetitive nonuseful manner? (circle one)
Comments: ______________________________

8. What changes should be made in the arrangement of the play setting to improve social interactions?

______________________________________________________

______________________________________________________

9. Do any changes need to be made in the list of peers included for this activity?

______________________________________________________

______________________________________________________

10. What changes should be made in the activity or introduction to improve interactions?

______________________________________________________

______________________________________________________

Note any obvious differences between target children and nontarget peers:

______________________________________________________

______________________________________________________

# Implementing the Social Skills Lessons

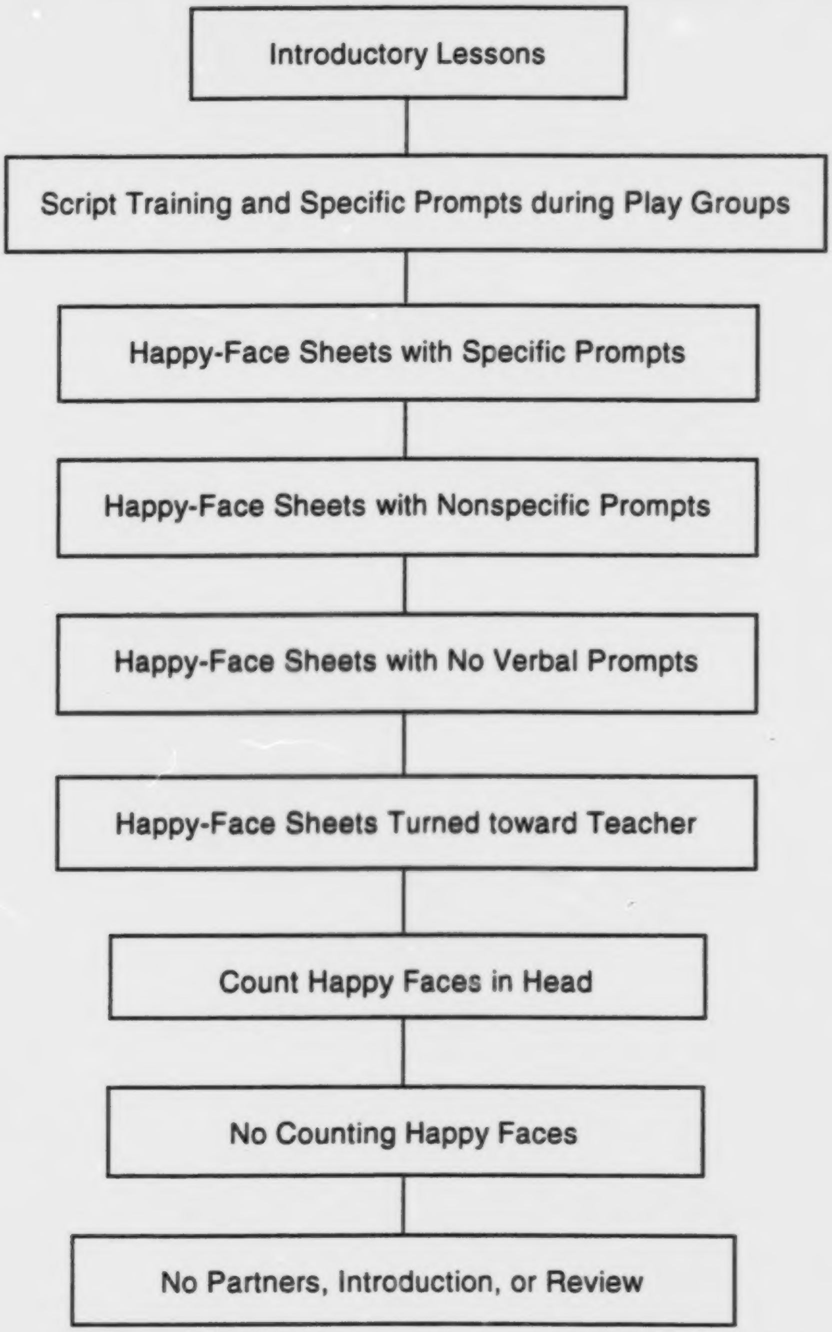
The social skills lessons occur daily for a 25-day period. These lessons begin after three introductory social interaction activities in which children become acquainted with one another and the routine of coming to the activities is established. Conduct these lessons immediately before the social interaction activities each day.

The social skills lessons, in Appendix B, are designed as guides, and you may adapt them for individual children. During the social skills lessons, children with disabilities and their peers learn six types of social interaction skills that they are asked to use in the play groups for "playing with their friends." The children practice the skills in the social interaction activities with varying levels of teacher supports that include giving verbal prompts, providing happy faces on a sheet as visual feedback, and then fading both these supports. Details for using these supports are supplied in later sections.

The program is implemented in nine phases, beginning with the introductory sessions and ending with a phase where children are no longer assigned partners, prompted to initiate or respond to their peers, or asked to recall which strategies they used to engage their friends in social interaction. The seven intermediary phases include social skills lessons and several phases where teacher prompts and feedback are systematically faded. The flow chart, Comprehensive Intervention Phases, depicts this process. Following the flow chart, the General Outline of the Intervention Schedule for 100 Days briefly summarizes the components within each phase of the intervention. These phases are described in more detail in the next section.

## Play Time/Social Time

## Comprehensive Intervention Phases


Introductory Lessons
Script Training and Specific Prompts during Play Groups
Happy-Face Sheets with Specific Prompts
Happy-Face Sheets with Nonspecific Prompts
Happy-Face Sheets with No Verbal Prompts
Happy-Face Sheets Turned toward Teacher
Count Happy Faces in Head
No Counting Happy Faces
No Partners, Introduction, or Review

# *Play Time/Social Time*
# Intervention Schedule for 100 Days

## General Outline

During each phase, the teacher introduces the activity and specifies roles and play ideas for peers *and* target children.

| Days | Phase | Teacher Behavior during Play Groups |
|---|---|---|
| 1-3 | A. *Introductory lessons.* Set routine; children become acquainted with one another, play with different toys. | Introduce activity, talk to children about playing together. |
| 4-28 | B. *Strategy training.* Specific prompts. | Specific prompts to peers and targets to use the appropriate strategy at a rate of 1 interaction per 30 seconds per dyad. Review lesson (how they were engaged in social interactions). |
| 29-43 | C. *Specific prompts, happy-face sheets,* structured play groups. | Introduce happy-face sheets with peers and target children to get 4-6 per lesson. Happy-face sheet is visible with the teacher filling in circles for initiation-response sequences. Specific prompts by the teacher to the peers and targets if children are not interacting. Review lesson. |
| 44-55 | D. *Nonspecific prompts* to peers and targets; happy-face sheets. Specific prompts to target children if necessary. | Nonspecific prompts with the happy-face sheets visible to the play group. Prompt rate decreases to none by day 55. Review lesson. |
| 56-65 | E. *No verbal prompts to peers,* only happy-face sheets. Prompt target children as necessary. | Happy-face sheet is visible. No verbal prompts are given during lesson. Review lesson. |
| 66-75 | F. *Happy-face sheets turned away* from the group. (Day 66 is an approximation.) | Teacher records happy faces without showing happy-face sheets until end of play group. Review lesson. |
| 76-85 | G. *No happy-face sheets.* Count happy faces silently. | Teacher, peers, and target children silently count the happy faces earned and compare these numbers at end of lesson. Review lesson. |
| 86-95 | H. No happy-face sheets. *No counting.* | Peers and target children count to themselves the number of happy faces they think they have earned, but the teacher does not count. Review lesson. |
| 96-100 | I. *No partner assignment.* No happy-face sheets. No counting. *No review.* | Introduce activity. |

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# Procedural Guidelines By Phase

## ■ Phase A: Introductory Lessons—Days 1-3

After setting up an activity area, you are ready to begin the introductory lessons, which should last for three days. During these lessons, introduce the play activity and then let the children play as they wish. This gives you and the children opportunities to get used to playing in the play groups each day and helps the children become familiar with one another.

To help the children learn each others' names, a brief greeting activity should be part of the play group during the first several weeks. A greeting activity involves starting the play period by having the children say each others' names or participate in a *short* activity (such as a hello song) to practice names. Encourage the children to use each others' names when playing together, and remind them about this before each activity period. In addition to providing a familiarization period, social interactions tend to increase when children consistently get the attention of their peers by using their names.

During the introductory lessons, ask the children to play with their friends and provide one or two suggestions for toy use or an activity goal (for example, "You can build a road for your cars or a garage to put the cars in."). Emphasize that the toys are for everyone and discourage any child's attempts to control all the materials. At the end of each lesson, thank all the children for playing and then dismiss them.

In summary, during the first three days of the play groups, children have an opportunity to become *familiar with the routine and with one another.* Refrain from prompting social interaction during these introductory lessons, but observe the children as they naturally interact with one another.

## ■ Phase B: Social Skills Lessons—Days 4-28

***Specific prompts during play groups.*** During days 4 to 28, seat all the children in chairs for presentation of the social skills lesson with preschool/kindergarten peers between target children. During this intervention phase, it is important to present the social skills lesson at a fairly rapid pace. When you ask the children to respond to a verbal instruction, wait only a few seconds (unless you know that one of the children is a slow responder). If the children do not answer, model the answer, and repeat the question.

The lessons are designed to include examples using materials from the structured play activity for the day. For example, if the lesson is on sharing and the activity for the day is "Cooking and Eating," you will demonstrate sharing some of the plates or cups with a child from the play group.

Immediately following the lesson, guide the children to the structured play activity. Seat children next to their partners with space between the dyads to encourage interaction between partners rather than with other children. Immediately before starting the play group, help the children focus on their partners by saying, "Show me your partner," and asking them to tap their partners on the shoulder. Also, remind children to "play and talk with your partner" during the play group period to facilitate interaction. Then introduce the play activity (as noted in the activity instructions) and direct the children to play.

Teacher involvement varies in intensity and focus throughout the five-day instructional cycle for each social skill. On the first day of a cycle, you should be directly involved in the play activity, prompting the preschool/kindergarten peers to engage in the learned play behaviors with target children. On the second day, concentrate on prompting and giving feedback to the preschool children who are targeted for intervention. On the third, fourth, and fifth days, distribute prompts to peers and target children as needed with a goal of producing roughly equivalent rates of imitation from each member of the dyad. Observe the children in the activity and be sure each child engages in the skill learned that week. Prompt children whenever 30 seconds have elapsed with no social interaction occurring.

After the play period, briefly review the activity with the children. Ask each dyad to recall specific instances of how they played together. Encourage children who are nonverbal or have unintelligible speech to demonstrate specific examples of how they played together. If the children cannot recall one or two examples, offer examples of positive interactions that you observed during the play period.

***Purpose of prompting.*** The purpose of providing prompts is to increase the children's use of specific skills taught in the social interaction training lessons. When a peer or target child is not interacting with classmates, provide a series of prompts *designed to encourage the child to directly and immediately initiate social interaction or respond to an initiation from a peer.* However, prompt only one side of an interaction, the initiation or the response. Do not prompt both an initiation and a response to the same interaction (this topic will be discussed in more detail later). If the children are interacting, prompting is not necessary. It may interrupt an ongoing interaction. In addition, refrain from verbally praising children during the play groups. This interrupts ongoing peer interactions.

The best reward for social interaction is the interaction itself—receiving natural reinforcement for trying out new social skills, playing with peers, and participating jointly in enjoyable activities. To this end, a major goal of teacher prompting is to increase the children's involvement in social activities that are fun. The specific behaviors prompted should be ones that help the children become or remain involved in an enjoyable activity. Also, you may prompt peers to make initiations to the target child, and in that way involve the target child in the fun. When a peer independently initiates to a target child and the target child does not respond, you may prompt the target child's response. In this way, teacher prompts are most likely to help children gain positive consequences for interacting with their peers.

It is important to be aware of the initiation strategies children are using to engage their peers in social interaction. Children who often rely on sharing as an initiation strategy may "become stuck" on using only this strategy to engage another child in an interaction. During the introduction and review, emphasize different ways of initiating as well as when you prompt the target children and peers. If a child consistently relies on only one strategy to engage another child, it may be necessary to give that child specific prompts for different strategies.

***Prompting procedures.*** Complete prompting procedures in the following five steps. Always use the least intrusive prompt necessary to achieve the interaction.

1. **Observe children (such as a target child and peer) and identify times of noninteraction.** Informally observe the children from outside the play area. Sit two to three feet from the group. Watch for periods of noninteraction, times when the children are not talking or exchanging toys or materials with their peers. When no interaction has occurred for 30 seconds, it is time to prompt.
2. **Provide a specific prompt to the target child or peer to begin interaction or respond to an initiation.** Move close to the child, say the child's name, and prompt the child to attempt an initiation/response strategy with a specific peer. The verbal prompt should be something the child wants to do. Examples include:
    - Lindsae, ask Patrick to help you play with the cash register.
    - Yumiko, share some blocks with SoHyun.
    - Miguel, Mary wants to pour you some tea.
3. **Observe the child for compliance with your prompt.** Be sure to give the child sufficient time (10 to 20 seconds) to comply with the prompt. Make your best judgment about whether the child is likely to attempt the behavior prompted. If the child does not begin the social skill, provide a more specific prompt. Move to the child's side, say the child's name, and repeat the previous prompt in a more specific manner or give a similar one appropriate at the moment. Again, this prompt should be about a specific social interaction strategy. Examples include:
    - Lindsae, ask Patrick to put your money in the cash register.
    - Yamiko, give this blue block to SoHyun.
    - Miguel, Mary wants to pour you some tea. Hold out your cup.

4. **Observe the child for compliance with your specific prompt. If the child does not begin to comply in 10 seconds, repeat the prompt *once* and provide physical guidance.** Return to the child's side, repeat your specific prompt (word for word, if possible), and provide a gentle physical prompt to initiate compliance. This physical prompt may include turning the target child to face a peer, moving the child's hand to an object to be shared, or physically guiding the child to pass a toy to a peer.
5. **Observe the child for compliance with your specific prompt and physical guidance. If the child does not comply, redirect the child to a new portion of the activity and provide a new general prompt.** The purpose of this prompting hierarchy is *not* to increase compliance, but rather to promote social interaction. If, after three prompts, a child has not complied, discontinue prompting for the moment. Direct your attention to another dyad and return to this child several minutes later.

***The meaning of prompts for children.*** Make every effort to capitalize on children's interests when you provide prompts. That is, the prompted behaviors must have meaning for the child. You can do this by observing the play theme that develops in an activity and selecting behaviors to prompt that (a) blend well with the theme and (b) produce a positive and meaningful effect. Prompting a child to request sharing with another child just because you want sharing to occur does not usually produce important or sustained effects. Prompting a child to ask a peer for a toy (requesting to share) they are both interested in is more likely to produce positive effects that endure.

## Phase C: Happy-Face Sheets—Days 29-43

A visual feedback system, called the Happy-Face Sheet, is used to show target children and peers how much they have played together during a play period. The use of this sheet should be explained to all the children at the conclusion of the Instructional Training Phase on Day 29. The purpose for introducing this system is to remind the children about their interactions during the play activity so you can reduce your verbal prompts in the next phase. The sheet is not designed to be used as reinforcement, although neither is it designed to be aversive. Although it is very positive when children enjoy talking about the happy-face sheet, it is *not* recommended that other reinforcers (such as stickers and food) be used.

The Happy-Face Sheet is introduced in the structured play groups on the first day after the social skills training has concluded. During this phase, continue to verbally prompt the children. A sample copy of a Happy-Face Sheet is shown on page 47. Write the children's names and the date at the top of the sheet. Attach the sheet to a clipboard and hold it in view of the children. The sheets are designed to provide feedback on the frequency of interactions a *dyad* engages in during the play group. Thus, it is important that *at the beginning of the play lesson, you assign play partners for that day.*

***Procedures for awarding happy faces.*** Happy faces are awarded to pairs of children rather than for interactions occurring between members of different dyads. If three children play together, award happy faces for interactions involving the target child.

1. **Observe the pairs of children and identify instances of social interaction.** Watch for social interaction to occur and, depending on the phase of the intervention, prompt social interaction when it does not occur. When children from the same dyad interact, draw a happy face on the sheet. Make certain that the sheet if visible to the children throughout the play activity. If the target child initiates to the partner, put the target child's initial at the bottom left portion of the happy face to have a record of the child's initiations. Write down key words used by the dyad during interactions to help you recall during the review specific instances of social interaction between partners.
2. **If children in a dyad continue interacting for more than 30 seconds, draw an additional happy face on the sheet for this dyad.** Be sure that children do not become dependent on one or two strategies during peer interactions. Children should be awarded happy faces for *different* ways of interacting; therefore, it is important that you prompt them to use *more than one* strategy.
3. **Focus on one dyad at a time.** Concentrate on a single dyad for a 30-second period *or* until a social interaction occurs and a happy face is awarded. If after 30 seconds a social interaction has not occurred, prompt an interaction. As soon as the interaction begins, move on to the next dyad. It may be useful to tally how many prompts you give each child during a play period to monitor which children need more support for engaging in social interaction. An ongoing record of prompts serves as an evaluative tool for both target children and nondisabled peers.
4. **While you are focusing on one dyad, mark happy faces for other dyads you observe engaging in interaction.**
5. **Immediately after the play period, review the happy-face sheets with the children.** Ask the children to recall specific examples of how they earned their happy faces. If a dyad did not fill in all their circles, ask what they can do the next day to earn more happy faces. Assist the children in coming up with specific examples of using the social interaction strategies to engage in interactions. After the review, praise all the children for coming to the group and playing nicely.
6. **Verbal reinforcement should *not* be used with the Happy-Face Sheets *during* the structured play groups (for example, "Roy, you just got another happy face for giving Douglas that car, great job").**

There are three reasons for restricting verbal praise. First, your comments may interrupt ongoing interactions. Second, children may feel that they are finished interacting once you have given verbal reinforcement, and they might begin to engage in nonsocial activities. Third, teacher reinforcement is difficult to fade. The goal of this intervention is for natural positive consequences that come from peer interaction to be the ultimate source of reinforcement for playing. Therefore, when children earn a happy face it should *not* be pointed out to them or praised *during* the play activity. The Happy-Face Sheets are meant to be a nonintrusive part of the activity.

***Setting the Criterion.*** Each dyad should have a minimum of six circles drawn in their columns on the Happy-Face Sheet. More may be added if children continue to interact at a higher rate, and the criterion may be lowered for target children who have extreme difficulty interacting with peers. As can be seen on page 47, at the end of the play lesson Scott and Carla interacted only twice; Noriko and Iwao interacted at the criterion of six times and an additional four times (for which the teacher added four happy faces).

## ■ Phase D: Fade Specificity and Number of Prompts—Days 44-55

At this point in the intervention, emphasis shifts from supporting skills through prompting or visual feedback to fading the supports. Across all phases of fading, be sure that the children continue to initiate to their partners at least once per lesson. If necessary, you may provide a specific prompt.

You can fade prompts to children in two ways: (a) change from providing specific statements to general statements, and (b) reduce the number of prompts. Your rate of prompts may reduce naturally by following the rule of prompting a child after 30 seconds of noninteraction. As children become more proficient and their rates of social interaction increase, the 30-second periods of noninteraction will happen less often, and thus your rate of prompting will decrease.

On Day 44, begin providing general rather than specific prompts. These prompts should include instructions for the children to get their partners to play with them or to respond to the partner. The prompts should not state the specific social interaction strategies that were taught. However, it is important that you be aware of the children's initiation strategies to ensure that they are using a variety of strategies and not relying solely on sharing as a means of engaging their partner in social interaction. Some examples of general prompts are:

- Mary, remember to play blocks with Harlan.
- Grant, Cindy has all the pegs. Remember to play with her.
- Juan, look. Anita is giving you a fishing pole.

At this phase of the intervention, physical prompts should rarely be provided for children to initiate or respond to their peers. By the end of this phase, reduce the rate of prompting to no more than one or two verbal prompts per play-group period.

## ■ Phase E: Discontinue Verbal Prompts—Days 56-65

On Day 56, discontinue providing verbal prompts to the dyads. Continue introducing the activity, assigning partners for the day, awarding happy faces, and reviewing the happy faces received. However, give no verbal prompts for social interaction during the play activity. Continue to use the Happy-Face Sheets for visual feedback.

## ■ Phase F: Turn Happy-Face Sheets—Days 66-75

On Day 66, turn the Happy-Face Sheet around so the children cannot see it. Continue to introduce the activity and assign play partners. Tell the children that you are still recording the happy faces, and indicate that they will see the happy faces when the play period is over. At the end of the play period, review the happy faces received per dyad, as before.

## ■ Phase G: Discontinue Happy-Face Sheets—Days 76-85

On Day 76, discontinue using the Happy-Face Sheets. Continue to introduce the play activity and assign play partners. Tell the children to remember the number of happy faces earned ("Count the happy faces in your head") and that you will also count them to yourself. At the end of the play period, ask the children if they have been good players, and compare the number of happy faces they counted with the number you counted.

## ■ Phase H: Discontinue Counting—Days 86-95

On day 86, tell the children that you will no longer count to yourself the number of happy faces they earned. Say that you will watch them play, and that they can continue to count in their heads the number of happy faces they earned, but that you will no longer do this.

## ■ Phase I: Discontinue Partner Assignment—Days 96-100

On Day 96, introduce the play activity by offering some toy play suggestions. Observe the children in the play group, but do not assign partners. At the end of the lesson, thank the children for playing so nicely together before dismissing them.

## Booster Lessons

Once the social skills lesson has ended, booster lessons may be conducted if the use of specific social skills has decreased noticeably. Booster lessons should run for five to seven minutes before the structured play groups. During the booster lessons, review the skills taught during the social skills lesson with the children. Ask the children to recall the steps of each skill. Each child should have an opportunity to demonstrate at least one application of the skill with a peer in the play group. After the booster lesson, the children play in the structured play groups as described earlier.

# *Play Time/Social Time*
# Happy-Face Sheet

Date ______________________________

**Dyad 1**

○ ○

○ ○

○ ○

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**Dyad 2**

○ ○

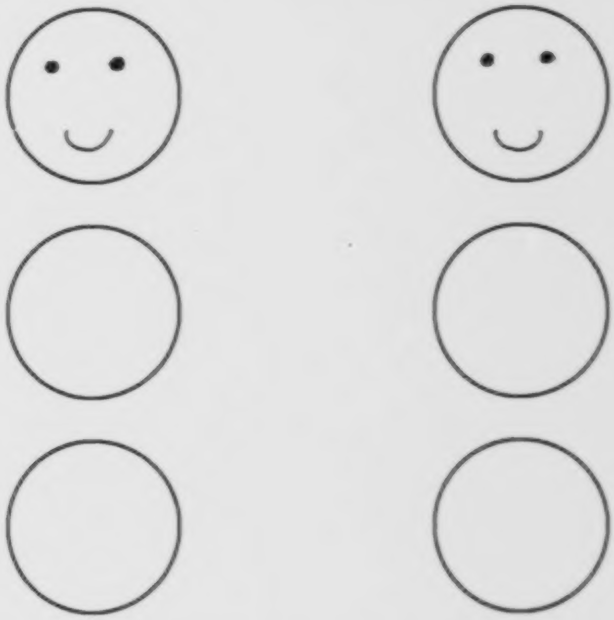
○ ○

○ ○

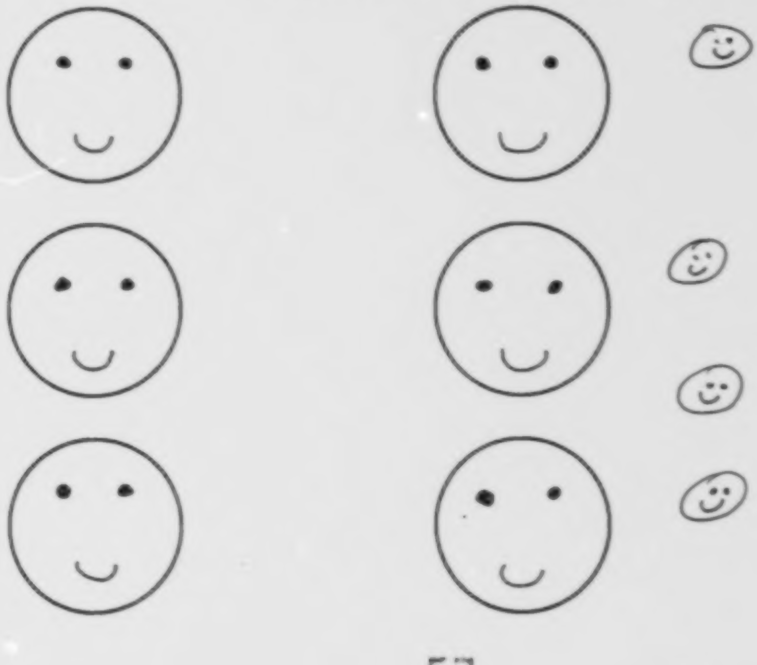
# Play Time/Social Time
## Sample Happy-Face Sheet

Date ______________________

**Dyad 1** (Scott and Carla)



**Dyad 2** (Iwao and Mariko)



# Intervention Schedule for 100 Days

## PHASE A: Introductory Lessons—Days 1-3

**Day 1: Introductory Lesson**
*Activity:* Cooking and Eating, see Appendix A, pages 102-103
*Objectives/Checklist:*
Set up activity for play time.
Introduce activity, talk to children about playing together.

**Day 2: Introductory Lesson**
*Activity:* Cooking and Eating, see Appendix A, pages 102-103
*Objectives/Checklist:*
Set up activity for play time.
Introduce activity, talk to children about playing together.

**Day 3: Introductory Lesson**
*Activity:* Puzzles, see Appendix A, pages 124-125
*Objectives/Checklist:*
Set up activity for play time.
Introduce activity, talk to children about playing together.

## PHASE B: Social Skills Lessons—Days 4-28

**Day 4: Specific Prompts**
*Lesson 1:* Sharing—Peers, see Appendix B, pages 136-138
*Activity:* Doctor, see Appendix A, pages 104-105
*Objectives/Checklist:*
Set up activity for play time.
Present lesson.
Provide specific prompts to children to use trained strategies at a rate of 1 initiation per 30 seconds.
Review lesson.

**Day 5: Specific Prompts**
*Lesson 2:* Sharing—Target Children, see Appendix B, pages 139-141
*Activity:* Doctor, see Appendix A, pages 104-105
*Objectives/Checklist:*
Set up activity for play time.
Present lesson.
Provide specific prompts to children to use trained strategies at a rate of 1 initiation per 30 seconds.
Review Lesson.

### Day 6: Specific Prompts

*Lesson 3:* Sharing and Persistence, see Appendix B, pages 142-143
*Activity:* Build a Road—Cars and Trucks, see Appendix A, pages 98-99
*Objectives/Checklist:*
  Set up activity for play time.
  Present lesson.
  Present specific prompts to children to use trained strategies at a rate of 1 initiation per 30 seconds.
  Review lesson.

### Day 7: Specific Prompts

*Lesson 4:* Sharing and Persistence—Review and Practice, see Appendix B, page 144
*Activity:* Build a Road—Cars and Trucks, see Appendix A, pages 98-99
*Objectives/Checklist:*
  Set up activity for play time.
  Present lesson.
  Provide specific prompts to children to use trained strategies at a rate of 1 initiation per 30 seconds.
  Review lesson.

### Day 8: Specific Prompts

*Lesson 5:* Sharing and Persistence—Review and Practice, see Appendix B, page 145
*Activity:* Grocery Store, see Appendix A, pages 110-111
*Objectives/Checklist:*
  Present lesson.
  Set up activity for play time.
  Provide specific prompts to children to use trained strategies at a rate of 1 initiation per 30 seconds.
  Review lesson.

### Day 9: Specific Prompts

*Lesson 6:* Requesting to Share—Peers, see Appendix B, pages 146-148
*Activity:* Grocery Store, see Appendix A, pages 110-111
*Objectives/Checklist:*
  Set up activity for play time.
  Present lesson.
  Provide specific prompts to children to use trained strategies at a rate of 1 initiation per 30 seconds.
  Review lesson.

## Day 10: Specific Prompts

*Lesson 7:* Requesting to Share—Target Children, see Appendix B, pages 149-151
*Activity:* Mr. Potato Head®, see Appendix A, pages 118-119
*Objectives/Checklist:*
Set up activity for play time.
Present lesson.
Provide specific prompts to children to use trained strategies at a rate of 1 initiation per 30 seconds.
Review lesson.

## Day 11: Specific Prompts

*Lesson 8:* Requesting to Share and Persistence, see Appendix B, pages 152-154
*Activity:* Mr. Potato Head®, see Appendix A, pages 118-119
*Objectives/Checklist:*
Set up activity for play time.
Present lesson.
Provide specific prompts to children to use trained strategies at a rate of 1 initiation per 30 seconds.
Review lesson.

## Day 12: Specific Prompts.

*Lesson 9:* Sharing, Persistence, Requesting to Share—Review and Practice, see Appendix B, page 155
*Activity:* Making Pictures, see Appendix A, pages 116-117
*Objectives/Checklist:*
Set up activity for play time.
Present lesson.
Provide specific prompts to children to use trained strategies at a rate of 1 initiation per 30 seconds.
Review lesson.

## Day 13: Specific Prompts

*Lesson 10:* Sharing, Persistence, Requesting to Share—Review and Practice, see Appendix B, page 156
*Activity:* Making Pictures, see Appendix A, pages 116-117
*Objectives/Checklist:*
Set up activity for play time.
Present lesson.
Provide specific prompts to children to use trained strategies at a rate of 1 initiation per 30 seconds.
Review lesson.

### Day 14: Specific Prompts

*Lesson 11:* Play Organizing—Peers, see Appendix B, pages 157-160
*Activity:* Hamburger Stand, see Appendix A, pages 112-113
*Objectives/Checklist:*
Set up activity for play time.
Present lesson.
Provide specific prompts to children to use trained strategies at a rate of 1 initiation per 30 seconds.
Review lesson.

### Day 15: Specific Prompts

*Lesson 12:* Play Organizing—Target Children, see Appendix B, pages 161-163
*Activity:* Hamburger Stand, see Appendix A, pages 112-113
*Objectives/Checklist:*
Set up activity for play time.
Present lesson.
Provide specific prompts to children to use trained strategies at a rate of 1 initiation per 30 seconds.
Review lesson.

### Day 16: Specific Prompts

*Lesson 13:* Play Organizing and Persistence, see Appendix B, pages 164-165
*Activity:* Fishing, see Appendix A, pages 108-109
*Objectives/Checklist:*
Set up activity for play time.
Present lesson.
Provide specific prompts to children to use trained strategies at a rate of 1 initiation per 30 seconds.
Review lesson.

### Day 17: Specific Prompts

*Lesson 14:* Sharing, Persistence, Requesting to Share, Play Organizing—Review and Practice, see Appendix B, page 166
*Activity:* Fishing, see Appendix A, pages 108-109
*Objectives/Checklist:*
Set up activity for play time.
Present specific prompts to children to use trained strategies at a rate of 1 initiation per 30 seconds.
Review lesson.

### Day 18: Specific Prompts

*Lesson 15:* Sharing, Persistence, Requesting to Share, Play Organizing—Review and Practice, see Appendix B, page 167
*Activity:* Small Building Materials, see Appendix A, pages 128-129
*Objectives/Checklist:*
Set up activity for play time.
Present lesson.

Provide specific prompts to children to use trained strategies at a rate of 1 initiation per 30 seconds.
Review lesson.

### Day 19: Specific Prompts

*Lesson 16:* Agreeing—Peers, see Appendix B, pages 168-170
*Activity:* Small Building Materials, see Appendix A, pages 128-129
*Objectives/Checklist:*
Set up activity for play time.
Present lesson.
Provide specific prompts to children to use trained strategies at a rate of 1 initiation per 30 seconds.
Review lesson.

### Day 20: Specific Prompts

*Lesson 17:* Agreeing—Target Children, see Appendix B, pages 171-173
*Activity:* Birthday Party, see Appendix A, pages 94-95
*Objectives/Checklist:*
Set up activity for play time.
Present lesson.
Provide specific prompts to children to use trained strategies at a rate of 1 initiation per 30 seconds.
Review lesson.

### Day 21: Specific Prompts

*Lesson 18:* Agreeing—All Children, see Appendix B, page 174
*Activity:* Birthday Party, see Appendix A, pages 94-95
*Objectives/Checklist:*
Set up activity for play time.
Present lesson.
Provide specific prompts to children to use trained strategies at a rate of 1 initiation per 30 seconds.
Review lesson.

### Day 22: Specific Prompts

*Lesson 19:* Sharing, Persistence, Requesting to Share, Play Organizing, Agreeing—Review and Practice, see Appendix B, pages 175-176
*Activity:* Block House and People, see Appendix A, pages 96-97
*Objectives/Checklist:*
Set up activity for play time.
Present lesson.
Present specific prompts to children to use trained strategies at a rate of 1 initiation per 30 seconds.
Review lesson.

## Day 23: Specific Prompts

*Lesson 20:* Sharing, Persistence, Requesting to Share, Play Organizing, Agreeing—Review and Practice, see Appendix B, pages 177-178

*Activity:* Block House and People, see Appendix A, pages 96-97

*Objectives/Checklist:*

Set up activity for play time.
Present lesson.
Provide specific prompts to children to use trained strategies at a rate of 1 initiation per 30 seconds.
Review lesson.

## Day 24: Specific Prompts

*Lesson 21:* Assisting and Requesting Assistance—Peers, see Appendix B, pages 179-181

*Activity:* Puzzles, see Appendix A, pages 124-125

*Objectives/Checklist:*

Set up activity for play time.
Present lesson.
Provide specific prompts to children to use trained strategies at a rate of 1 initiation per 30 seconds.
Review lesson.

## Day 25: Specific Prompts

*Lesson 22:* Assisting and Requesting Assistance—Target Children, see Appendix B, pages 182-184

*Activity:* Stringing Beads, see Appendix A, pages 130-131

*Objectives/Checklist:*

Set up activity for play time.
Present lesson.
Provide specific prompts to children to use trained strategies at a rate of 1 initiation per 30 seconds.
Review lesson.

## Day 26: Specific Prompts

*Lesson 23:* Assisting and Requesting Assistance, Persistence, see Appendix B, pages 185-186

*Activity:* Stringing Beads, see Appendix A, pages 130-131

*Objectives/Checklist:*

Set up activity for play time.
Present lesson.
Provide specific prompts to children to use trained strategies at a rate of 1 initiation per 30 seconds.
Review lesson.

### Day 27: Specific Prompts

*Lesson 24:* Sharing, Persistence, Requesting to Share, Play Organizing, Agreeing, Assisting and Requesting Assistance—Review and Practice, see Appendix B, pages 187-188

*Activity:* Pegboard, see Appendix A, pages 120-121

*Objectives/Checklist:*

Set up activity for play time.

Present lesson.

Provide specific prompts to children to use trained strategies at a rate of 1 initiation per 30 seconds.

Review lesson.

### Day 28: Specific Prompts

*Lesson 25:* Sharing, Persistence, Requesting to Share, Play Organizing, Agreeing, Assisting and Requesting Assistance—Review and Practice, see Appendix B, pages 189-190

*Activity:* Pegboard, see Appendix A, page 120

*Objectives/Checklist:*

Set up activity for play time.

Present lesson.

Provide specific prompts to children to use trained strategies at a rate of 1 initiation per 30 seconds.

Review lesson.

## PHASE C: Happy-Face Sheets—Days 29-43

### Day 29: Specific Prompts with Happy-Face Sheets

*Activity:* Zoo Animals, see Appendix A, pages 132-133

*Objectives/Checklist:*

Set up activity for play time.

Introduce happy-face sheets to peers and target children. During the lesson, each dyad should receive four to six happy faces recorded on the sheet. The happy-face sheet is visible to children as you fill in circles for initiation-response sequences. Continue specific prompts to peers and target children, if needed, at a rate of 1 per 30 seconds.

Review lesson.

### Day 30: Specific Prompts with Happy-Face Sheets

*Activity:* Zoo Animals, see Appendix A, pages 132-133

*Objectives/Checklist:*

Set up activity for play time.

Introduce happy-face sheets to peers and target children. During the lesson, each dyad should receive four to six happy faces recorded on the sheet. The happy-face sheet is visible to the children as you fill in circles for initiation-response sequences.

Continue specific prompts to peers and target children, if needed, at a rate of 1 per 30 seconds.

Review lesson.

## **Day 31:** Specific Prompts with Happy-Face Sheets

*Activity:* Bean Table, see Appendix A, pages 92-93

*Objectives/Checklist:*

Set up activity for play time.

Introduce happy-face sheets to peers and target children. During the lesson, each dyad should receive four to six happy faces recorded on the sheet. The happy-face sheet is visible to the children as you fill in circles for initiation-response sequences.

Continue specific prompts to peers and target children, if needed, at a rate of 1 per 30 seconds.

Review lesson.

## **Day 32:** Specific Prompts with Happy-Face Sheets

*Activity:* Bean Table, see Appendix A, pages 92-93

*Objectives/Checklist:*

Set up activity for play time.

Introduce happy-face sheets to peers and target children. During the lesson, each dyad should receive four to six happy faces recorded on the sheet. The happy-face sheet is visible to the children as you fill in circles for initiation-response sequences.

Continue specific prompts to peers and target children, if needed, at a rate of 1 per 30 seconds.

Review lesson.

## **Day 33:** Specific Prompts with Happy-Face Sheets

*Activity:* Shape Sorters and Stacking Barrels, see Appendix A, pages 126-127

*Objectives/Checklist:*

Set up activity for play time.

Introduce happy-face sheets to peers and target children. During the lesson, each dyad should receive four to six happy faces recorded on the sheet. The happy-face sheet is visible to the children as you fill in circles for initiation-response sequences.

Continue specific prompts to peers and target children, if needed, at a rate of 1 per 30 seconds.

Review lesson.

## **Day 34: Specific Prompts with Happy-Face Sheets**

*Activity:* Shape Sorters and Stacking Barrels, see Appendix A, pages 126-127

*Objectives/Checklist:*

Set up activity for play time.

Introduce happy-face sheets to peers and target children. During the lesson, each dyad should receive four to six happy faces recorded on the sheet. The happy-face sheet is visible to the children as you fill in circles for initiation-response sequences.

Continue specific prompts to peers and target children, if needed, at a rate of 1 per 30 seconds.

Review lesson.

**Day 35: Specific Prompts with Happy-Face Sheets**
*Activity:* Car Garage, see Appendix A, pages 100-101
*Objectives/Checklist:*

Set up activity for play time.

Introduce happy-face sheets to peers and target children. During the lesson, each dyad should receive four to six happy faces recorded on the sheet. The happy-face sheet is visible to the children as you fill in circles for initiation-response sequences.

Continue specific prompts to peers and target children, if needed, at a rate of 1 per 30 seconds.

Review lesson.

**Day 36: Specific Prompts with Happy-Face Sheets**
*Activity:* Car Garage, see Appendix A, pages 100-101
*Objectives/Checklist:*

Set up activity for play time.

Introduce happy-face sheets to peers and target children. During the lesson, each dyad should receive four to six happy faces recorded on the sheet. The happy-face sheet is visible to the children as you fill in circles for initiation-response sequences.

Continue specific prompts to peers and target children, if needed, at a rate of 1 per 30 seconds.

Review lesson.

**Day 37: Specific Prompts with Happy-Face Sheets**
*Activity:* Puppet Show, see Appendix A, pages 122-123
*Objectives/Checklist:*

Set up activity for play time.

Introduce happy-face sheets to peers and target children. During the lesson, each dyad should receive four to six happy faces recorded on the sheet. The happy-face sheet is visible to the children as you fill in circles for initiation-response sequences.

Continue specific prompts to peers and target children, if needed, at a rate of 1 per 30 seconds.

Review lesson.

**Day 38: Specific Prompts with Happy-Face Sheets**
*Activity:* Puppet Show, see Appendix A, pages 122-123
*Objectives/Checklist:*

Set up activity for play time.

Introduce happy-face sheets to peers and target children. During the lesson, each dyad should receive four to six happy faces recorded on the sheet. The happy-face sheet is visible to the children as you fill in circles for initiation-response sequences.

Continue specific prompts to peers and target children, if needed, at a rate of 1 per 30 seconds.

Review lesson.

### Day 39: Specific Prompts with Happy-Face Sheets

*Activity:* Making Dough Shapes, see Appendix A, pages 114-115

*Objectives/Checklist:*

Set up activity for play time.

Introduce happy-face sheets to peers and target children. During the lesson, each dyad should receive four to six happy faces recorded on the sheet. The happy-face sheet is visible to the children as you fill in circles for initiation-response sequences.

Continue specific prompts to peers and target children, if needed, at a rate of 1 per 30 seconds.

Review lesson.

### Day 40: Specific Prompts with Happy-Face Sheets

*Activity:* Making Dough Shapes, see Appendix A, pages 114-115

*Objectives/Checklist:*

Set up activity for play time.

Introduce happy-face sheets to peers and target children. During the lesson, each dyad should receive four to six happy faces recorded on the sheet. The happy-face sheet is visible to the children as you fill in circles for initiation-response sequences.

Continue specific prompts to peers and target children, if needed, at a rate of 1 per 30 seconds.

Review lesson.

### Day 41: Specific Prompts with Happy-Face Sheets

*Activity:* Farm Animals and Blocks, see Appendix A, pages 106-107

*Objectives/Checklist:*

Set up activity for play time.

Introduce happy-face sheets to peers and target children. During the lesson, each dyad should receive four to six happy faces recorded on the sheet. The happy-face sheet is visible to the children as you fill in circles for initiation-response sequences.

Continue specific prompts to peers and target children, if needed, at a rate of 1 per 30 seconds.

Review lesson.

### Day 42: Specific Prompts with Happy-Face Sheets

*Activity:* Farm Animals and Blocks, see Appendix A, pages 106-107

*Objectives/Checklist:*

Set up activity for play time.

Introduce happy-face sheets to peers and target children. During the lesson, each dyad should receive four to six happy faces recorded on the sheet. The happy-face sheet is visible to the children as you fill in circles for initiation-response sequences.

Continue specific prompts to peers and target children, if needed, at a rate of 1 per 30 seconds.

Review lesson.

### Day 43: Specific Prompts with Happy-Face Sheets

*Activity:* Cooking and Eating, see Appendix A, pages 102-103

*Objectives/Checklist:*

Set up activity for play time.

Introduce happy-face sheets to peers and target children. During the lesson, each dyad should receive four to six happy faces recorded on the sheet. The happy-face sheet is visible to the children as you fill in circles for initiation-response sequences.

Continue specific prompts to peers and target children, if needed, at a rate of 1 per 30 seconds.

Review lesson.

## PHASE D: Fade Specificity and Number of Prompts—Days 44-55

### Day 44: Nonspecific Prompts with Happy-Face Sheets

*Activity:* Puzzles, see Appendix A, pages 124-125

*Objectives/Checklist:*

Set up activity for play time.

Provide nonspecific prompts such as "Remember to play with your friends." Happy-face sheets should be visible to the play group. Decrease rate of prompts to zero by Day 55.

Review lesson.

### Day 45: Nonspecific Prompts with Happy-Face Sheets

*Activity:* Doctor, see Appendix A, pages 104-105

*Objectives/Checklist:*

Set up activity for play time.

Provide nonspecific prompts such as "Remember to play with your friends." Happy-face sheets should be visible to the play group. Decrease rate of prompts to zero by Day 55.

Review lesson.

### Day 46: Nonspecific Prompts with Happy-Face Sheets

*Activity:* Build a Road—Cars and Trucks, see Appendix A, pages 98-99

*Objectives/Checklist:*

Set up activity for play time.

Provide nonspecific prompts such as "Remember to play with your friends." Happy-face sheets should be visible to the play group. Derease rate of prompts to zero by Day 55.

Review lesson.

### Day 47: Nonspecific Prompts with Happy-Face Sheets

*Activity:* Grocery Store, see Appendix A, pages 110-111

*Objectives/Checklist:*

Set up activity for play time.

Provide nonspecific prompts such as "Remember to play with your friends." Happy-face sheets should be visible to the play group. Decrease rate of prompts to zero by Day 55.

Review lesson.

**Day 48: Nonspecific Prompts with Happy-Face Sheets**

*Activity:* Mr. Potato Head®, see Appendix A, pages 118-119

*Objectives/Checklist:*

Set up activity for play time.

Provide nonspecific prompts such as "Remember to play with your friends." Happy-face sheets should be visible to the play group. Decrease rate of prompts to zero by Day 55.

Review lesson.

**Day 49: Nonspecific Prompts with Happy-Face Sheets**

*Activity:* Making Pictures, see Appendix A, pages 116-117

*Objectives/Checklist:*

Set up activity for play time.

Provide nonspecific prompts such as "Remember to play with your friends." Happy-face sheets should be visible to the play group. Decrease rate of prompts to zero by Day 55.

Review lesson.

**Day 50: Nonspecific Prompts with Happy-Face Sheets**

*Activity:* Hamburger Stand, see Appendix A, pages 112-113

*Objectives/Checklist:*

Set up activity for play time.

Provide nonspecific prompts such as "Remember to play with your friends." Happy-face sheets should be visible to the play group. Decrease rate of prompts to zero by Day 55.

Review lesson.

**Day 51: Nonspecific Prompts with Happy-Face Sheets**

*Activity:* Fishing, see Appendix A, pages 108-109

*Objectives/Checklist:*

Set up activity for play time.

Provide nonspecific prompts such as "Remember to play with your friends." Happy-face sheets should be visible to the play group. Decrease rate of prompts to zero by Day 55.

Review lesson.

**Day 52: Nonspecific Prompts with Happy-Face Sheets**

*Activity:* Small Building Materials, see Appendix A, pages 128-129

*Objectives/Checklist:*

Set up activity for play time.

Provide nonspecific prompts such as "Remember to play with your friends." Happy-face sheets should be visible to the play group. Decrease rate of prompts to zero by Day 55.

Review lesson.

### Day 53: Nonspecific Prompts with Happy-Face Sheets

*Activity:* Birthday Party, see Appendix A, pages 94-95

*Objectives/Checklist:*

Set up activity for play time.

Provide nonspecific prompts such as "Remember to play with your friends." Happy-face sheets should be visible to the play group. Decrease rate of prompts to zero by Day 55.

Review lesson.

### Day 54: Nonspecific Prompts with Happy-Face Sheets

*Activity:* Block House and People, see Appendix A, pages 96-97

*Objectives/Checklist:*

Set up activity for play time.

Provide nonspecific prompts such as "Remember to play with your friends." Happy-face sheets should be visible to the play group. Decrease rate of prompts to zero by Day 55.

Review lesson.

### Day 55: Nonspecific Prompts with Happy-Face Sheets

*Activity:* Puzzles, see Appendix A, pages 124-125

*Objectives/Checklist:*

Set up activity for play time.

Provide nonspecific prompts such as "Remember to play with your friends." Happy-face sheets should be visible to the play group. Decrease rate of prompts to zero.

Review lesson.

## PHASE E: Discontinue Verbal Prompts—Days 56-65

### Day 56: Happy-Face Sheets with No Verbal Prompts

*Activity:* Stringing Beads, see Appendix A, pages 130-131

*Objectives/Checklist:*

Set up activity for play time.

Happy-face sheet is visible to children, but provide no verbal prompts during the lesson.

Review lesson.

### Day 57: Happy-Face Sheets with No Verbal Prompts

*Activity:* Pegboard, see Appendix A, pages 120-121

*Objectives/Checklist:*

Set up activity for play time.

Happy-face sheet is visible to children, but provide no verbal prompts during the lesson.

Review lesson.

### Day 58: Happy-Face Sheets with No Verbal Prompts

*Activity:* Zoo Animals, see Appendix A, pages 132-133
*Objectives/Checklist:*
Set up activity for play time.
Happy-face sheet is visible to children, but provide no verbal prompts during the lesson.
Review lesson.

### Day 59: Happy-Face Sheets with No Verbal Prompts

*Activity:* Bean Table, see Appendix A, pages 92-93
*Objectives/Checklist:*
Set up activity for play time.
Happy-face sheet is visible to children, but provide no verbal prompts during the lesson.
Review lesson.

### Day 60: Happy-Face Sheets with No Verbal Prompts

*Activity:* Shape Sorters and Stacking Barrels, see Appendix A, pages 126-127
*Objectives/Checklist:*
Set up activity for play time.
Happy-face sheet is visible to children, but provide no verbal prompts during the lesson.
Review lesson.

### **Day 61:** Happy-Face Sheets with No Verbal Prompts

*Activity:* Car Garage, see Appendix A, pages 100-101
*Objectives/Checklist:*
Set up activity for play time.
Happy-face sheet is visible to children, but provide no verbal prompts during the lesson.
Review lesson.

### **Day 62:** Happy-Face Sheets with No Verbal Prompts

*Activity:* Puppet Show, see Appendix A, pages 122-123
*Objectives/Checklist:*
Set up ativity for play time.
Happy-face sheet is visible to children, but provide no verbal prompts during the lesson.
Review lesson.

### **Day 63:** Happy-Face Sheet with No Verbal Prompts

*Activity:* Making Dough Shapes, see Appendix A, pages 114-115
*Objectives/Checklist:*
Set up activity for play time.
Happy-face sheet is visible to children, but provide no verbal prompts during the lesson.
Review lesson.

**Day 64:** Happy-Face Sheets with No Verbal Prompts

*Activity:* Farm Animals and Blocks, see Appendix A, pages 106-107

*Objectives/Checklist:*

Set up activity for play time.

Happy-face sheet is visible to children, but provide no verbal prompts during the lesson.

Review lesson.

**Day 65:** Happy-Face Sheets with No Verbal Prompts

*Activity:* Cooking and Eating, see Appendix A, pages 102-103

*Objectives/Checklist:*

Set up activity for play time.

Happy-face sheet is visible to children, but provide no verbal prompts during the lesson.

Review lesson.

## PHASE F: Turn Happy-Face Sheets—
## Days 66-75

**Day 66: Happy-Face Sheets Turned Away from Group**

*Activity:* Puzzles, see Appendix A, pages 124-125

*Objectives/Checklist:*

Set up activity for play time.

Record happy faces; recording sheet is not visible to peers or target children until end of play-group session. Do not provide prompts.

Review lesson.

**Day 67: Happy-Face Sheets Turned Away from Group**

*Activity:* Doctor, see Appendix A, pages 104-105

*Objectives/Checklist:*

Set up activity for play time.

Record happy faces; recording sheet is not visible to peers or target children until end of play-group session. Do not provide prompts.

Review lesson.

**Day 68: Happy-Face Sheets Turned Away from Group**

*Activity:* Build a Road—Cars and Trucks, see Appendix A, pages 98-99

*Objectives/Checklist:*

Set up activity for play time.

Record happy faces; recording sheet is not visible to peers or target children until end of play-group session. Do not provide prompts.

Review lesson.

### Day 69: Happy-Face Sheets Turned Away from Group

*Activity:* Grocery Store, see Appendix A, pages 110-111

*Objectives/Checklist:*

Set up activity for play time.

Record happy faces; recording sheet is not visible to peers or target children until end of play-group session. Do not provide prompts.

Review lesson.

### Day 70: Happy-Face Sheets Turned Away from Group

*Activity:* Mr. Potato Head®, see Appendix A, pages 118-119

*Objectives/Checklist:*

Set up activity for play time.

Record happy faces; recording sheet is not visible to peers or target children until end of play-group session. Do not provide prompts.

Review lesson.

### Day 71: Happy-Face Sheets Turned Away from Group

*Activity:* Pegboard, see Appendix A, pages 120-121

*Objectives/Checklist:*

Set up activity for play time.

Record happy faces; recording sheet is not visible to peers or target children until end of play-group session. Do not provide prompts.

Review lesson.

### Day 72: Happy-Face Sheets Turned Away from Group

*Activity:* Making Pictures, see Appendix A, pages 116-117

*Objectives/Checklist:*

Set up activity for play time.

Record happy faces; recording sheet is not visible to peers or target children until end of play-group session. Do not provide prompts.

Review lesson.

### Day 73: Happy-Face Sheets Turned Away from Group

*Activity:* Hamburger Stand, see Appendix A, pages 112-113

*Objectives/Checklist:*

Set up activity for play time.

Record happy faces; recording sheet is not visible to peers or target children until end of play-group session. Do not provide prompts.

Review lesson.

### Day 74: Happy-Face Sheets Turned Away from Group

*Activity:* Fishing, see Appendix A, pages 108-109

*Objectives/Checklist:*

Set up activity for play time.

Record happy faces; recording sheet is not visible to peers or target children until end of play-group session. Do not provide prompts.

Review lesson.

### Day 75: Happy-Face Sheets Turned Away from Group

*Activity:* Small Building Materials, see Appendix A, pages 128-129

*Objectives/Checklist:*

Set up activity for play time.

Record happy faces; recording sheet is not visible to peers or target children until end of play-group session. Do not provide prompts.

Review lesson.

## PHASE G: Discontinue Happy-Face Sheets— Days 76-85

### Day 76: Count Happy Faces without Happy-Face Sheets

*Activity:* Birthday Party, see Appendix A, pages 94-95

*Objectives/Checklist:*

Set up activity for play time.

Teacher and children count to themselves the number of happy faces earned and compare these numbers at end of lesson. Do not provide prompts.

Review lesson.

### Day 77: Count Happy Faces without Happy-Face Sheets

*Activity:* Block House and People, see Appendix A, pages 96-97

*Objectives/Checklist:*

Set up activity for play time.

Teacher and children count to themselves the number of happy faces earned and compare these numbers at end of lesson. Do not provide prompts.

Review lesson.

### Day 78: Count Happy Faces without Happy-Face Sheets

*Activity:* Zoo Animals, see Appendix A, pages 132-133

*Objectives/Checklist:*

Set up activity for play time.

Teacher and children count to themselves the number of happy faces earned and compare these numbers at end of lesson. Do not provide prompts.

Review lesson.

### Day 79: Count Happy Faces without Happy-Face Sheets

*Activity:* Bean Table, see Appendix A, pages 92-93

*Objectives/Checklist:*

Set up activity for play time.

Teacher and children count to themselves the number of happy faces earned and compare these numbers at end of lesson. Do not provide prompts.

Review lesson.

### Day 80: Count Happy Faces without Happy-Face Sheets

*Activity:* Shape Sorters and Stacking Barrels, see Appendix A, pages 126-127

*Objectives/Checklist:*

Set up activity for play time.

Teacher and children count to themselves the number of happy faces earned and compare these numbers at end of lesson. Do not provide prompts.

Review lesson.

### Day 81: Count Happy Faces without Happy-Face Sheets

*Activity:* Car Garage, see Appendix A, pages 100-101

*Objectives/Checklist:*

Set up activity for play time.

Teacher and children count to themselves the number of happy faces earned and compare these numbers at end of lesson. Do not provide prompts.

Review lesson.

### Day 82: Count Happy Faces without Happy-Face Sheets

*Activity:* Puppet Show, see Appendix A, pages 122-123

*Objectives/Checklist:*

Set up activity for play time.

Teacher and children count to themselves the number of happy faces earned and compare these numbers at end of lesson. Do not provide prompts.

Review lesson.

### Day 83: Count Happy Faces without Happy-Face Sheets

*Activity:* Making Dough Shapes, see Appendix A, pages 114-115

*Objectives/Checklist:*

Set up activity for play time.

Teacher and children count to themselves the number of happy faces earned and compare these numbers at end of lesson. Do not provide prompts.

Review lesson.

### Day 84: Count Happy Faces without Happy-Face Sheets

*Activity:* Farm Animals and Blocks, see Appendix A, pages 106-107

*Objectives/Checklist:*

Set up activity for play time.

Teacher and children count to themselves the number of happy faces earned and compare these numbers at end of lesson. Do not provide prompts.

Review lesson.

### Day 85: Count Happy Faces without Happy-Face Sheets

*Activity:* Cooking and Eating, see Appendix A, pages 102-103

*Objectives/Checklist:*

Set up activity for play time.

Teacher and children count to themselves the number of happy faces earned and compare these numbers at end of lesson. Do not provide prompts.

Review lesson.

## PHASE H: Discontinue Counting—Days 86-95

### Day 86: Cease Counting Happy Faces

*Activity:* Puzzles, see Appendix A, pages 124-125

*Objectives/Checklist:*

Set up activity for play time.

Do not count happy faces. Do not provide prompts.

> Peers and targets may count to themselves the number of happy faces they think they have earned.

Review lesson.

### Day 87: Cease Counting Happy Faces

*Activity:* Stringing Beads, see Appendix A, pages 130-131

*Objectives/Checklist:*

Set up activity for play time.

Do not count happy faces. Do not provide prompts.

> Peers and targets may count to themselves the number of happy faces they think they have earned.

Review lesson.

### Day 88: Cease Counting Happy Faces

*Activity:* Pegboard, see Appendix A, pages 120-121

*Objectives/Checklist:*

Set up activity for play time.

Do not count happy faces. Do not provide prompts.

> Peers and targets may count to themselves the number of happy faces they think they have earned.

Review lesson.

### Day 89: Cease Counting Happy Faces

*Activity:* Doctor, see Appendix A, pages 104-105

*Objectives/Checklist:*

Set up activity for play time.

Do not count happy faces. Do not provide prompts.

> Peers and targets may count to themselves the number of happy faces they think they have earned.

Review lesson.

**Day 90: Cease Counting Happy Faces**

*Activity:* Build a Road—Cars and Trucks, see Appendix A, pages 98-99

*Objectives/Checklist:*

Set up activity for play time.

Do not count happy faces. Do not provide prompts.

Peers and targets may count to themselves the number of happy faces they think they have earned.

Review lesson.

**Day 91: Cease Counting Happy Faces**

*Activity:* Grocery Store, see Appendix A, pages 110-111

*Objectives/Checklist:*

Set up activity for play time.

Do not count happy faces. Do not provide prompts.

Peers and targets may count in their heads the number of happy faces they think they have earned.

Review lesson.

**Day 92: Cease Counting Happy Faces**

*Activity:* Mr. Potato Head®, see Appendix A, pages 118-119

*Objectives/Checklist:*

Set up activity for play time.

Do not count happy faces. Do not provide prompts.

Peers and targets may count to themselves the number of happy faces they think they have earned.

Review lesson.

**Day 93: Cease Counting Happy Faces**

*Activity:* Making Pictures, see Appendix A, pages 116-117

*Objectives/Checklist:*

Set up activity for play time.

Do not count happy faces. Do not provide prompts.

Peers and targets may count to themselves the number of happy faces they think they have earned.

Review lesson.

**Day 94: Cease Counting Happy Faces**

*Activity:* Hamburger Stand, see Appendix A, pages 112-113

*Objectives/Checklist:*

Set up activity for play time.

Do not count happy faces. Do not provide prompts.

Peers and targets may count to themselves the number of happy faces they think they have earned.

Review lesson.

**Day 95: Cease Counting Happy Faces**
*Activity:* Small Building Materials, see Appendix A, pages 128-129
*Objectives/Checklist:*
  Set up activity for play time.
  Do not count happy faces. Do not provide prompts.
    Peers and targets may count to themselves the number of happy faces they think they have earned.
  Review lesson.

## PHASE I: Discontinue Partner Assignment— Days 96-100

**Day 96: Discontinue Partners and Review.**
*Activity:* Birthday Party, see Appendix A, pages 94-95
*Objectives/Checklist:*
  Set up activity for play time.
  Introduce activity.

**Day 97: Discontinue Partners and Review**
*Activity:* Block House and People, see Appendix A, pages 96-97
*Objectives/Checklist:*
  Set up activity for play time.
  Introduce activity.

**Day 98: Discontinue Partners and Review**
*Activity:* Zoo Animals, see Appendix A, pages 132-133
*Objectives/Checklist:*
  Set up activity for play time.
  Introduce activity.

**Day 99: Discontinue Partners and Review**
*Activity:* Bean Table, see Appendix A, pages 92-93
*Objectives/Checklist:*
  Set up activity for play time.
  Introduce activity.

**Day 100: Discontinue Partners and Review**
*Activity:* Shape Sorters and Stacking Barrels, see Appendix A, pages 126-127
*Objectives/Checklist:*
  Set up activity for play time.
  Introduce activity.

# Programming for Generalization

In *Play Time/Social Time,* social skills training, practice, and teacher prompts are provided in small-group lessons or in a structured play context. The purpose of the social skills training is to help children acquire social skills in an efficient manner. However, this initial acquisition may or may not *generalize* or occur in situations other than the structured play activity setting. It is important that teachers not just train the skills and hope they will generalize, but rather that they actively promote generalization of skills to other classroom activities and beyond the school setting.

## What Is Generalization?

Generalization means that children use the social interaction skills they have learned in a wide variety of play situations and that their use of the skills continues after the intervention program ends. As evidence of this, teachers should see changes in the children's social interactions at other times of the day. For example, when children have the opportunity to interact freely, do they play more often with peers during alternative activities, free play periods, snack time, free choice time, or other times of the day? These changes may not appear immediately after the intervention curriculum begins, but changes should begin to appear by the time the children have been in the intervention for 40 to 50 days.

Several aspects of the intervention/curriculum have been designed to help children with disabilities generalize the social interaction skills.

1. The teacher models social skills in different activities. The children also receive prompts to practice the skills across activities that routinely occur in preschool settings. Use of such "common stimuli" help children learn to play with other children in a context that often occurs in the classroom.
2. Multiple peers are involved in the social skills lesson and structured play groups. As recommended earlier, when the peer partner changes daily, children with disabilities learn to use social skills with different peers and are more likely to use the skills in settings outside the structured play group.
3. Multiple examples of the social skills are modeled for children during the social skills lesson. In addition, teachers provide prompts for children to engage in different forms of social interaction. When multiple forms of the behavior are included in the intervention, children learn that their success as a social partner requires using different behaviors that fit the context of the interaction and play activity, rather than a single form that they use all the time.
4. Systematic procedures are included for reducing teacher prompts and other aspects of the intervention that support social interaction for the peers. By removing artificial supports that are an early part of the intervention, children are more likely to use the social skills and remain active social partners after the intervention has ended.

## Factors That Limit Generalization

Despite including components in the intervention/curriculum that may promote generalization of social skills, some children do not readily generalize social interaction skills to other settings. Several factors influence the degree to which children do or do not generalize skills learned in social skills training lessons and used in the structured play activities. A major influence is the nature of the peer group. For children to use skills learned in the intervention and become socially active play partners, they must have access to a socially responsive peer group. If children are enrolled in mainstreamed or integrated classes, this is less of an issue because, presumably, socially competent peers are enrolled in the class and are available for interaction. However, many children with disabilities are enrolled in nonintegrated special education classrooms. This intervention program describes ways in which socially competent peers from kindergarten or other preschool classes can be integrated into special education classrooms and involved in social skills lessons and structured play activities. However, these preschool/kindergarten children usually return to their classrooms after the structured play activities. If there are no socially competent peers (with or without disabilities) in the special education classroom, then it is unlikely that children can use the skills learned and practiced in the intervention groups. Generalization of social skills requires access to a social group that responds to the initiations of the children with disabilities in a positive manner, directs social initiations to the children with disabilities, and interacts in a playful manner.

A second limiting factor may be the number of opportunities that children have to interact during the day. To a large extent, the teachers' schedules determine the types of activities children engage in. These activities have different effects on social interaction. Preacademic, gross motor, or fine motor activities may provide few opportunities for children to interact with their peers. Activities such as transition and snack, which logically could provide opportunities for interaction, sometimes produce little peer interaction and more teacher interaction. However, children with disabilities in special education classes spend most of their preschool day in these activities. Play activities, particularly pretend play, appear to provide the most opportunity for social interaction. Most preschool teachers schedule play activities as a routine aspect of their curriculum, although in special education classes play activities tend to occur during a smaller proportion of the time than in early childhood education classes. When children spend most of their day in "nonplay" activities and these activities are not reorganized to provide opportunities for social interaction among peers, then the opportunity for generalization of social skills learned through the intervention/ curriculum is reduced.

A third factor that may limit generalization is the nature of a child's disability. Children with certain disabilities, such as autism or severe mental retardation, may be less likely to generalize skills across settings because of limited cognitive capacities. Additionally, children with motor impairments use the skills learned in the lessons and structured play activities in ways that children who have not been involved in the intervention may find difficult to interpret. For example, after repeated experience in play activities and lessons with a child who has cerebral palsy, peers in the play groups learn to recognize when that child is making an initiation or may understand that it takes that child longer to respond to an initiation. Peers not participating in the intervention may not recognize these behaviors. Children with hearing or visual impairments often cannot spontaneously use sensory cues in the environment; however, in a more structured setting, where activities are repeated several times, they may learn to use the sensory cues made salient by the teacher's prompts. Again, peers not involved in the intervention may have a more difficult time interpreting the social behavior of some children with sensory impairment.

## How Teachers Can Promote Generalization

If children are not using social skills learned in the intervention program outside the structured play groups, you can take a number of actions to "induce" generalization. The purpose of these strategies is to enhance the transfer of these social skills to a broad variety of settings. If the child is not displaying the skills in the intervention setting, it may be better to focus efforts in that setting.

***Ensure access to a socially responsive peer group.*** Access to a socially responsive peer group is critical for social skill development. In nonintegrated special education classes, this may mean increasing the opportunities for integration with nondisabled peers if they do not exist outside the intervention program setting, or it may mean making sure that the less competent child with disabilities has opportunities to interact with the more socially competent children with disabilities.

This issue is also important in mainstreamed or integrated special education classes. Much research indicates that nondisabled children more often select other nondisabled children as social partners, sometimes to the exclusion of children with disabilities. It is possible for children with disabilities to become socially isolated in a classroom setting where there is a socially active peer group. This is especially the case for children with disabilities who are the recipients of this intervention, since they are chosen because of their needs in the social skills area. Their social isolation may have resulted in a reputation for not being a social child or a fun play partner. In the mainstreamed classroom, you can arrange classroom activities to provide opportunities for interaction with this peer group.

***Plan activities or structure opportunities.*** Actively plan opportunities during the natural class routine for the children to engage in social interaction by following a strategy known as Activity-Based Intervention (ABI). ABI has been described in great detail in an excellent text by Bricker and Cripe (1992), so only a brief discussion is provided here. ABI requires that you first identify the skills you want to promote. The five skills introduced in the *Play Time/Social Time* lessons are Sharing, Requesting to Share, Play Organizing, Agreeing, and Assistance and Requesting Assistance.

The next step in ABI is to identify the routines within the class schedule that provide the opportunity for children to practice these skills. Often teachers use a matrix to depict the classroom schedule and the skill. An example of such a matrix is shown on page 75. When creating this matrix, teachers are sometimes tempted to identify opportunities in every activity for every skill to be practiced. If you are responsible for many children, this leads to an unwieldy and impractical plan. It is better to identify two to four opportunities during the day, perhaps for two to four of the skills.

After selecting the activities, examine each one to identify the natural antecedents and consequences for the social skill that is planned for this activity. For example, in an art activity, there might be a natural opportunity for sharing. The antecedent for sharing is being asked by a peer to share an art material, and the natural consequence is the peer saying "thank you" or sharing other materials.

# Play Time/Social Time

## Social Skills Matrix

Name ______________________________

| Domain: Social Goal: | Sharing | Requesting to Share | Play Organizing | Agreeing | Requesting Assistance |
|---|---|---|---|---|---|
| Activity: Free Play (Inside) |  |  | X | X |  |
| Bathroom |  |  |  |  |  |
| Group Circle Time |  |  |  |  | X |
| Fine Motor/ Art Centers | X | X |  |  | X |
| Social Skills Lesson/ Play Groups | X | X | X | X | X |
| Snack | X | X |  |  | X |
| Storytime |  |  |  |  |  |
| Free Play (Outside) |  |  | X | X |  |

After identifying the natural antecedents and consequences, arrange the environment or plan the activity so opportunity for interaction occurs. For example, in the Making Pictures activity, ensure that the child with disabilities has the art materials that other children need to complete the project. This creates a natural context for peers to initiate interaction with a share request and for the child with disabilities to respond with a sharing behavior. When using ABI, monitor the activity to be sure that opportunities for the social skill occur, but do not prompt the child's behavior unless absolutely necessary. The emphasis is on the environment and peer group creating the natural context for interaction, and the teacher's role is directed more toward planning than prompting.

***Translate social initiations that are difficult to read.*** Some children's social behavior—because of their disability—is difficult for peers to read or interpret. Children with motor impairments sometimes take longer to respond to an initiation, behave very awkwardly in a play activity, or make an initiation that the peers do not understand. Children with visual impairments depend on the voice or sound of other children to understand that there is an opportunity for an initiation. Also, they may not establish eye contact when making an initiation or response. Children with hearing impairments may understand only that a social initiation is occurring when the peer faces them directly, which is something preschoolers do not always do. Children with autism often engage in stereotypic behavior that alienates or frightens the peers, although their behavior may not be aggressive. Children with speech impairments use appropriate words in their social initiation or responses but frequently do not articulate them clearly or in a typical manner.

In the structured play group and social skills lessons, adapt the activity or lesson to accommodate the children's specific disabilities. Over the course of the intervention, nondisabled children have many opportunities to get to know the particular way children with disabilities make a social initiation or respond to initiation. Similarly, you are in a position to recognize when such initiations or responses are made.

Outside the structured play groups, children with disabilities often try to use the social initiation or responding skills they learned in the intervention curriculum, but peers not in the intervention do not always immediately recognize these attempts. In such circumstances, you can do two things. First, you can explain to the peers how certain children try to be social in ways the peers do not understand. For example, perhaps Marcus (a child with cerebral palsy) uses a specific word approximation to start an interaction, or when children start to play with Tanya (who is deaf), they have to tap her on the shoulder and make sure she can see their faces when they talk to her. Second, and similarly, these general discussions of the way children with disabilities attempt interactions with their peers can be augmented with specific examples when they occur in the classroom. That is, when a child with a disability attempts a social initiation or response that goes unrecognized by peers, you make a statement that describes the child's behavior. For example, "Look, Haleh (who has a speech impairment) asked Jeff (a nondisabled peer) to crash the cars into a block wall," or "I see that Yolanda (a child with a hearing impairment) asked Scott to help with the puzzle." You can give the peers specific information about the ways that children with disabilities, who may be difficult to understand, engage in interaction. By pointing out specific examples as they occur in the classroom, you will help children with disabilities extend their performance of social skills to regular class settings and continue using those skills after the intervention is over.

***Have children "bridge" to other times of the day.*** At the end of each structured play setting, briefly discuss completed social interactions with the children. Talk specifically about how they shared with their peers or asked their friends to play. Encourage the children to remember specific instances (to the extent their verbal and cognitive skills allow) and help them with this by stating examples. At this time, it is useful to ask the children to identify times during other parts of the day that they can use a skill they have learned. For example, Gabrielle could ask Po to share the napkins with her during snack time. This type of discussion, called *bridging*, helps children think ahead about how they could apply the skills learned and used in the social skills lessons and structured play activities to other activities.

Two cautions are suggested. First, when bridging is introduced, you have to do a lot of the talking. For example, you identify the first activity in which a skill could be used and the child identifies the next activity. If specific children identify the same skill and activity every day, ask them to think of different answers. Once the children get into the routine of thinking about ways to use the skills in the classroom, they become better at identifying examples. Second, bridging may be too complex for children with limited cognitive or language skills. Bridging is more useful for children who are mildly delayed and verbal and for the nondisabled peers.

***Extend interventions to other settings.*** If generalization is not occurring at all for children with disabilities, it is helpful to use cues from the intervention directly in the classroom. The Happy-Face Sheet (visual feedback) is useful for reminding children about engaging in interactions at other times of the day. After the Happy-Face Sheet is introduced in the intervention, the children learn that it gives them information about their social interactions with peers. It also seems to serve as a reminder to play with other children in the classroom. Introduce the Happy-Face Sheet during other activities in the classroom to promote the transfer of social skills. Talk with the child about the circles and happy faces before using the Happy-Face Sheet in other activities, then review the child's performance at the end of the activity or the end of the day. Also, implement the systematic fading procedures followed in the intervention, such as turning the Happy-Face Sheet around and having the children count the happy faces to themselves. Although this use of the Happy-Face Sheet requires additional effort, some children need this extra support if they are to generalize their social interaction skills to other settings.

# Adapting *Play Time/Social Time* to the Classroom

The last few chapters explained in detail how to implement the *Play Time/Social Time* program. However, it may be necessary to adapt this social skills intervention for specific needs.

Several possible adaptations facilitate the use of all or parts of the interventions. Here two major ways adaptations are outlined. The first adaptation is to vary the implementation schedule. You may need to adjust the general classroom schedule to allow for social skills interventions or vary the implementation schedule for some or all the intervention components. The second suggested area of adaptation pertains directly to the key components of the interventions themselves (environmental arrangements, prompting and feedback procedures, and social skills training). Possible adaptations for all these components will be suggested.

## Schedule Adaptations

A variety of schedule adaptations are possible. Flexibility is the key, and it may be necessary to experiment with a variety of scheduling options before finding one that fits the needs of specific students and classrooms.

***Scheduling intervention components.*** This intervention is somewhat labor intensive, with numerous components implemented at once, such as social skills training and structured play groups, prompts, and feedback. To make this easier (especially the first time you try the intervention), stagger implementation schedules for various components. For example, first focus on arranging the classroom and the structured play activities until you are comfortable with this element of the intervention. Then add social skills training, followed by the introduction of prompts and finally the visual feedback.

***Scheduling structured play groups.*** A main feature of this social skills intervention is providing structured play groups so that children have opportunities to use social skills introduced in the lessons. It is obvious that children need this opportunity to practice, but you may be confronted with the problem of not being able to schedule a structured play group every day as suggested in the procedural manual.

If this occurs, first review the weekly schedule. Although daily play groups are suggested in order to maximize their benefit, you could schedule play groups two or three days each week. Or your review might suggest that more time is available than first seems apparent. Many teachers schedule a small-group activity or instructional period each day. You could make the structured play group part of these periods. For example, it might be one in a series of play centers.

Sometimes scheduling an activity designed for only two or three children in a classroom is difficult. There is no reason to avoid involving other classroom peers in structured play groups, as long as you ensure that children identified as needing social skills training receive adequate practice opportunities. It is easier to monitor some children in structured play groups if only one dyad (or triad) is included at a time.

***Scheduling social skills training.*** If scheduling social skills training for only the target children is not feasible, incorporate the lessons into a circle time or story session scheduled for a larger group or for the entire class. Learning about social skills is not harmful and could benefit the larger group. Children usually find the lessons enjoyable.

Limited time each day might make it necessary to schedule social skills training lessons and structured play groups on alternate days. However, this is a last resort. It is highly recommended that every effort be made to have children practice each new skill the same day it is taught.

## ■ Structured Play Groups

Structured play groups are a vital part of this intervention, but planning for these groups entails much more than scheduling considerations. The classroom environment must first be arranged to facilitate structured play groups. In addition, prompting and feedback procedures must be implemented to encourage the children to practice, and thus master, their new skills.

***Physical space arrangements.*** What if it is impossible to set aside a special place in the classroom for play groups? Clearly defining the space to be used for a particular activity is the main consideration. This helps participating children know where to play. Thus, it is possible to let a specific activity or particular day dictate the space to be used. It may be possible to use play spaces outside the classroom, such as in an adjoining room, a therapy room, a section of a hallway, or even an entryway that is not often used.

***Heterogeneous peer groupings.*** Pairing target children with peers who have more sophisticated social skills is important because these peers are more responsive to the target children's attempts to interact, and they provide the target children with positive role models. Peers might include socially competent classmates or children from an adjoining classroom, such as a kindergarten or primary-grade room. In one case, teachers at a school made arrangements for typically developing children from the immediate neighborhood to come into a segregated, special education classroom to participate in social skills training and other classroom activities.

It is not always possible for children to play in pairs. In such cases, consider having children play in triads or in some other groupings that fit the needs of students and classrooms. Promoting social interaction is the key.

Which children should be paired during structured play groups? While earlier sections suggest pairing same-sex children for play groups, the real key is that the children get along with each other and engage in positive interactions. Again, the manual suggests changing peers and target children who make up the dyads. This generally maintains the peers' interest over longer time periods and reduces the possibility that one or more target children will become dependent on a particular peer. However, sometimes natural pairs form. It may be useful to capitalize on this interest for a period of several days.

***Structuring play sessions.*** Play sessions are structured in order to encourage children to interact with each other. You can provide this structure by suggesting play activities, such as telling the children to feed the zoo animals or to take their dolls to the doctor. Some children are able to generate their own play ideas, especially if they are given a few minutes to do so. Following introduction of the activity, ask the dyad members to jointly decide on something to do with the materials provided and then make activity suggestions of your own only as needed.

Another strategy for structuring play sessions is to assign roles to individual children. Doing this simultaneously with suggesting play ideas is ideal. Roles sometimes arise naturally from sociodramatic activities. However, you can also assign roles for other types of activities, such as asking one child to find specific puzzle pieces and the partner to insert them into the frame.

***Play materials.*** Activities other than those suggested in the manual can be incorporated as appropriate. For example, if you have already scheduled a sociodramatic play activity, such as camping or beauty shop for other classroom purposes, that activity can also be used for the structured play groups. Reproduce the blank activity sheet on page 31 for use in planning. Completing one for new activities will help you think about appropriate play suggestions and specific prompts to include.

Children often develop favorite activities or interact especially well during particular activities. Capitalize on these interests and include the activities more frequently than the manual suggests. Perhaps the children show particular interest in certain toys or activities that are "trendy." Or children may frequently seek a new toy in the classroom. Also consider toys that nondisabled children in the community like to play with and talk about. Nondisabled children may be interested in toys or activities not included in this curriculum. Incorporate these toys or activities into structured play groups whenever it is advantageous.

Discontinue activities that do not promote positive social interactions. However, avoid dropping an activity too quickly. When materials are introduced, children are not always certain how to use them. Play groups may need a few opportunities to play with the toys before incorporating them in social interaction activities.

## ■ Prompting Procedures

Prompting procedures are provided to support a child who is having trouble engaging independently in social interaction. Prompts are a way of teaching children appropriate times for using a specific skill to engage in social play. The more patient you can be during this procedure, the better.

Although at first these procedures seem slightly awkward, when used consistently they can be highly successful in promoting social interaction between children. If you are unfamiliar with using verbal prompts or you feel uncomfortable prompting children, try one of the following suggestions.

Observe the play activity and look for missed social opportunities during a structured play session. Pause for a moment and focus on one child. Tell the child (in a positive manner) to perform a specific skill that fits the context of the play activity and that you are sure the child can perform.

Obviously, not all prompts will be successful. Take time to reflect on each prompt delivered, assessing why it did or did not work. Some children in the play group need specific prompts or physical guidance while others need only general prompts. Note these differences and incorporate this information into your schedule of prompts.

The most difficult part of prompting is to watch periods of noninteraction. It is not essential to provide a continuous stream of prompts to each child. Rather, use this time effectively. For example, think of alternative play themes, specific skills being used or not used, level of prompts to be used, or to whom a prompt should be delivered.

## Feedback Procedures

Happy faces provide feedback to children on their use of newly learned social skills in the structured play groups. These signals allow positive feedback with minimal adult interference.

If it is cumbersome to tally happy faces for each group during a structured play session, score happy faces for one group at a time or provide happy faces for the use of a specific skill rather than for all the skills learned. This minimizes the vigilance needed to monitor the play group while potentially providing a child with an incentive to incorporate a new skill into the play routine.

If providing feedback for the entire structured play session consumes too much time and energy, setting time limits for monitoring can be helpful. Although the children may play for a set amount of time, the interval during which you select to monitor and provide feedback could be shorter.

Happy-face cues can also be used to monitor a child who is having difficulty engaging peers. Keep a separate record of the number of happy faces this child receives for successful initiations or responses that maintain social interaction. Gathering this information may provide insight that will help make prompts to this child more effective or suggest alternate ways to reward the child for increasing the number of happy faces received. After the child is participating in the play groups as designed, this separate procedure can be faded.

## Social Skills Training

### Skill Introduction

The lessons provided in this intervention are designed to teach social skills to children with disabilities and their peers. These lessons provide a common vocabulary for skills that can be practiced during structured play groups and incorporated into everyday social interactions. The social skills lessons meet the needs of children with disabilities. Nevertheless, it may be necessary to adapt the lessons to meet the children's specific needs. If you have to modify the lessons, make an effort to maintain the same overall outline. The following steps work well when presenting new skills:

1. Skill introduction and definition
2. Teacher modeling
3. Teacher-child practice (examples and nonexamples)
4. Child-child practice
5. Varied practice

## Language Concerns

The vocabulary used in the scripted lessons is designed to provide an opportunity for children to develop a useful social vocabulary that supports social interactions with their peers. If the language in the scripts is too difficult for your children, modify it so it is more understandable. If you alter the wording, it is important to maintain consistency when providing labels for each skill. Make the labels as descriptive as possible for the children who are using the skills.

Incorporating more nonverbal examples of social initiations may be appropriate. For example, instruct a target child to tap a peer on the shoulder before initiating. This increases the probability that the target child's interaction will be successful. Note that the goal of this intervention is to promote independent social interaction between children. Although nonverbal signals provide valuable first steps for increasing social play, developing verbal-language skills that can be used consistently by the children remains an important emphasis of this intervention.

## Mastery of Skills

For instructional purposes, each skill has been allotted the same amount of time in the scripted lessons. What can be done if children quickly master one skill but struggle with another? It is important to monitor children's progress in learning each skill. It may be necessary to repeat lessons for some children and to eliminate lessons for others, based upon an individual child's mastery of a new skill.

The initial scripts for introduction of each new skill are lengthy and labor intensive. To maximize the time available during social skills training, combine some of the later scripts that are shorter and carry over to another day those initial, more lengthy scripts. Later, use booster sessions (page 45) to help children brush up on skills that need more practice.

This short section was written to describe some ways this intervention can be adapted and expanded to meet the needs of specific classrooms. Social interaction training is a vital component of any educational program. Hopefully, these suggestions will help facilitate your use of part or all of the intervention package and assist you in being both innovative and creative with the methods you select. Good luck!

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# Glossary

Several terms introduced in this book may be unfamiliar or need clarification. These are defined as follows:

**Agreeing.** Responses in which one child talks about what a friend is saying, joins in play, or says "Yes" to a play request.

**Assistance Initiations or Offers.** Initiations in which one child offers or gives assistance to another child.

**Assistance Requests.** See Requesting Assistance.

**Child-Specific Interventions.** Social skills intervention where children with social interaction deficits are taught and prompted to use specific skills when interacting with their peers.

**Comprehensive Interventions.** A type of social skills training that is provided to children with and without social interaction deficits. The teacher prompts children to engage in social interaction and provides feedback during structured play groups.

**Fading.** The gradual removal of intervention stimuli such as teacher prompts and happy-face feedback sheets.

**Feedback.** Information provided by the teacher that informs children of their progress.

**Generalization.** A situation in which desired social behaviors continue to occur. This can be (a) when intervention ends, (b) in multiple settings, and (c) with multiple children.

**Introductory Phase.** The initial phase of intervention. During this phase, intervention procedures are not in effect.

**Peer.** A child without social interaction deficits.

**Peer-Mediated Interventions.** A technique in which children are taught to direct social behavior (for example, initiations) toward classmates who have social interaction deficits, thus increasing the social responding of the classmates.

**Persistence.** Repetition by the child of an initiation or response in order to engage a friend in social interaction.

**Play Organizing.** Initiation in which one child organizes the play activity by telling other children to do specific behaviors (for example, "Build a house"), or by telling them how to use materials (for example, "Put your puzzle pieces in here"), or by telling them to adopt sociodramatic roles (for example, "You're the mommy; I'm the dad").

**Prompt.** A brief verbal reminder or instruction provided by teachers during intervention.

**Requesting Assistance.** Initiations in which one child requests assistance from another child.

**Requesting to Share.** Initiation in which one child requests another child to share an object.

**Share Initiations or Offers.** Initiations in which one child offers or gives an object to another child.

**Share Requests.** See Requesting to Share.

**Sharing.** See Share Initiations or Offers.

**Target Child.** A term used to refer to a child who is the recipient of the intervention. The child may be with or without disabilities but shows delays in peer-related social development.

# Appendix A—Intervention Activities

The following activities are used for structuring the daily play groups for *Play Time/Social Time*. The descriptions of the activities include materials, environmental arrangement ideas, suggestions for social interaction prompts, and the format to use when conducting the play groups. The activities are arranged in alphabetical order. This intervention has been structured so that when an activity is introduced, it occurs on two consecutive days. It is often difficult to encourage social interaction when toys are novel, so this redundancy gives the children time to become familiar with the toys and to interact with one another.

It is important to refer back to the description of the current phase of the intervention so you can provide the correct level of prompts and feedback to the play group participants (see Intervention Schedule for 100 Days, pages 49-69). Each day look over the activity format as you would a lesson plan.

# Bean Table

## ■ Materials

bean table or 2 or 3 large tubs or bowls
scoops of different shapes and sizes
cups
beans
large spoons
funnels
toy cars and trucks
small baskets
other containers and toys

## ■ Children's Play

Children scoop, pour, and fill containers with beans.

## ■ Teacher's Role

1. ***Arrangement:*** Fill large tubs or bowls with the beans. Give each dyad a cup, spoons, and two or three other small containers or toys.
2. ***Introduction:*** This occurs before the activity begins, before the timer is set.
    a. Greetings: Have all children say, "Hi," to one another, emphasizing their names.
    b. Introduce Play: Show how to scoop, pour, and fill the containers using the cup and spoons.
3. ***Set Timer:*** Show the timer and remind the children to play until it rings. Set the timer for 6 minutes.
4. ***Conduct the Activity:*** Remember that you are responsible for prompting toy play and peer social interaction as necessary during the 6-minute play period.

## ■ Prompts for Social Interaction

1. ***Sharing***

"_______, hand _______ the big scoop."
"_______, give _______ a scoop and let her help you fill the bowl."
"_______, ask _______ if he wants some of your beans."

2. ***Requesting to Share***

"_______, ask _______ for the yellow scoop."
"_______, say, '_______, can I use the big bowl?'"
"_______, tell _______ you need more beans."

3. ***Play Organizing***

"_______, tell _______ to build a castle with you."
"_______, tell _______ to find the hidden toy."
"_______, turn over the cup and tell _______ to cover it with bird seed."

# Bean Table

(continued)

4. ***Agreeing***

"_______, pour the bird seed into _______'s bowl like he asked you."

"_______, say, 'Yes, I'll help make a sand mountain.'"

"_______, give _______ the extra scoop that she pointed to."

5. ***Assisting***

"_______, ask _______ to help you fill the big bowl."

"_______, help _______ pour the sand out of his cup."

"_______, help _______ scoop the beans and pour them into a cup."

## ■ Alternate Play Ideas

In place of beans the children use macaroni, sand, corn meal, flax, styrofoam, peanuts, cork, or scraps of fabric (any materials that can be scooped and poured).

Water wheels, funnels, and sieves can be used with materials such as sand and corn meal. Sand-castle forms and small jars with lids are also appropriate.

Prompt the children to fill the containers, cook and offer pretend food such as soup and coffee, bury a peer's hand and have a peer find it, or build a pretend castle together.

# Birthday Party

## ■ Materials

table
chairs
plates
spoons
commercial or homemade
dough for making shapes
teapot or pitcher
10 pegs to use for candles
box turned on its side for an oven

## ■ Children's Play

Children pretend to bake a birthday cake and have a party.

## ■ Teacher's Role

1. ***Arrangement:*** Place table and chairs in the middle of the play area. Set spoons, teapot or pitcher, cups, and plates on the table. Put dough in a container in the middle of the table.
2. ***Introduction:*** This occurs before the activity begins, before timer is set.
    a. Greetings: Have all the children say "Hi" to one another, emphasizing their names.
    b. Introduce Play: Choose one child to have a birthday (preferably a low-interacting child). Demonstrate rolling the dough into balls, flattening the balls into cakes, putting the cakes in the oven to bake, and putting candles on the cakes. Suggest that children sing "Happy Birthday," blow out the candles, and pretend to eat the cakes.
3. ***Set Timer:*** Show the children the timer and remind them to play until it rings. Set the timer for 6 minutes.
4. ***Conduct the Activity:*** Remember that you are responsible for prompting toy play and peer social interaction as necessary during the 6-minute play period.

## ■ Prompts for Social Interaction

1. ***Sharing***

"_______, ask _______, 'Want some dough?'"
"_______, pass some cake to _______."
"_______, give _______ some candles."

2. ***Requesting to Share***

"_______, ask _______ for a piece of chocolate cake."
"_______, ask _______ to trade dough with you—point to the color you want."
"_______, tell _______ you need more candles."

# Birthday Party

**(continued)**

3. ***Play Organizing***

"_______, tell _______ how to make her cake flat."

"_______, say, 'You cut the cake for everyone.'"

"_______, tell _______ to put 3 green candles on the cake."

4. ***Agreeing***

"_______, sing with _______."

"_______, take the cake from _______."

"_______, tell _______ you'll help her."

5. ***Assisting and Requesting Assistance***

"_______, help _______ make the birthday cake."

"_______, ask _______ to help you put the candles on the cake."

"_______, help _______ put the cake in the oven."

## ■ Alternate Play Ideas

Children pretend to give presents to peers and can talk about what gift they would bring to a party.

Assign children the roles of table setters, food makers, and birthday child. They change roles after acting out the sequence.

Children pretend to plan a surprise party for the teacher, principal, or librarian.

Children wrap presents with old wrapping paper, bows, and tape.

# Block House and People

## Materials

6 to 8 toy people and blocks of various sizes, shapes, and styles

## Children's Play

Children build a house and play with the people in the house.

## Teacher's Role

1. ***Arrangement:*** Place the blocks between the two children in each dyad and give each dyad several toy people.
2. ***Introduction:*** This occurs before the activity begins, before timer is set.
   a. Greetings: Have all of the children say "Hi" to one another, emphasizing their names.
   b. Introduce Play: Tell the children you want them to build a house for the family. Show them how to stack the blocks and use the blocks as furniture (beds, tables) for the people. Suggest the family eat dinner, watch TV, go to bed, and do other routine acitivites.
3. ***Set Timer:*** Show the children the timer and remind them to play until it rings. Set the timer for 6 minutes.
4. ***Conduct the Activity:*** Remember that you are responsible for prompting toy play and peer social interaction as necessary during the 6-minute play period.

## Prompts for Social Interaction

1. ***Sharing***

"_______ , please give everyone three blocks."

"_______ , ask _______ if he wants one of your dolls."

"_______ , _______ asked for the daddy; please trade with her."

2. ***Requesting to Share***

"_______ , point to the doll you want _______ to give you."

"_______ , ask _______ to share the blocks with you."

"_______ , you need to ask _______ for the daddy if you want him."

3. ***Play Organizing***

"_______ , tell _______ to put her block in the bedroom so it can be the bed."

"_______ , say, '_______ , dinner's ready—come and eat.'"

"_______ , ask _______ to play house with you."

# Block House and People

(continued)

4. ***Agreeing***

"_______, have your person follow _______."

"_______, take the person when it's passed."

"_______, help _______ build the house as he asked you to do."

5. ***Assisting and Requesting Assistance***

"_______, help _______ build a bed for the sister."

"_______, ask _______ to help you make a kitchen with the blocks."

"_______, _______ needs help getting the dad to sit in a chair."

## ■ Alternate Play Ideas

Children assume roles of family members after building the block house. Suggest various themes for the family to respond to:

"It's Christmas."

"There's a fire in the kitchen!"

"The babysitter is coming over while Mom and Dad go to the movies."

# Build a Road—Cars and Trucks

## Materials

3 cars
3 trucks
blocks of various sizes and shapes, including curved blocks

## Children's Play

Children build a road, tunnels, and garage with the blocks and use the cars and trucks on the roads.

## Teacher's Role

1. ***Arrangement:*** Place the blocks between the two children in each dyad and give each dyad two cars or trucks. Place extra cars with the blocks.
2. ***Introduction:*** This occurs before the activity begins, before timer is set.
   a. Greetings: Have all the children say "Hi" to one another, emphasizing their names.
   b. Introduce Play: Tell the children you want them to build roads, tunnels, and a garage for their cars. Show them how to make a tunnel, stack blocks for a garage, and how curved pieces fit together. Suggest they drive their cars on the road, put them in the garage, through the tunnel, and so forth.
3. ***Set Timer:*** Show the children the timer and remind them to play until it rings. Set the timer for 6 minutes.
4. ***Conduct the Activity:*** Remember that you are responsible for prompting toy play and peer social interaction as necessary during the 6-minute play period.

## Prompts for Social Interaction

1. ***Sharing***

"_______ , give this truck to _______ ."
"_______ , let _______ use the garage, too."
"_______ , trade cars with _______ ."

2. ***Requesting to Share***

"_______ , ask _______ to trade cars with you."
"_______ , you need a curved block—point to the one you want _______ to get for you."
"_______ , ask _______ , 'Can I have the truck, please?'"

# Build a Road—Cars and Trucks

**(continued)**

3. ***Play Organizing***

"_______, tell _______ to drive to the garage."

"_______, say, '_______, put your blocks right here.'"

"_______, tell _______ how to use the tunnel."

4. ***Agreeing***

"_______, say, 'I'll follow you to the garage.'"

"_______, take the car that _______ gives you."

"_______, agree to help _______ build a big tower."

5. ***Assisting and Requesting Assistance***

"_______, ask _______ to help."

"_______, help _______ build a tunnel."

"_______, tell _______ to help you with the road."

## ■ Alternate Play Ideas

Include traffic signs, gas stations, and other appropriate miniatures with the materials.

# Car Garage

## Materials

6 cars and a toy garage or clubhouse for each dyad

## Children's Play

Children use the materials however they want.

## Teacher's Role

1. ***Arrangement:*** Seat the children on the floor with the cars and garage or clubhouse between them.
2. ***Introduction:*** This occurs before the activity begins, before the timer is set.
   a. Greetings: Have all the children say "Hi" to one another, emphasizing their names.
   b. Introduce Play: Show the children the garage or clubhouse and cars. Show them how to use the elevator on the garage or the doors on the clubhouse.
3. ***Set Timer:*** Show the children the timer and remind them to play until it rings. Set the timer for 6 minutes.
4. ***Conduct the Activity:*** Remember that you are responsible for prompting toy play and peer social interaction as necessary during the 6-minute play period.

## Prompts for Social Interaction

1. ***Sharing***

"_______ , offer _______ the yellow car."
"_______ , give _______ a turn opening the door."
"_______ , tell _______ which car she can have."

2. ***Requesting to Share***

"_______ , ask _______ if you can use his car."
"_______ , tell _______ you need to have a turn opening the elevator door."
"_______ , ask _______ for a turn pumping gas."

3. ***Play Organizing***

"_______ , tell _______ to give you some gas."
"_______ , tell _______ to open the door so your car can go in."
"_______ , invite _______ to follow your car in a parade."

# Car Garage

## (continued)

4. ***Agreeing***

"_______, take the car from _______."

"_______, say, 'Yes, I'll follow you.'"

"_______, give _______ a turn when she asks."

5. ***Assisting and Requesting Assistance***

"_______, help _______ with the elevator."

"_______, ask _______ to help you get some gas."

"_______, help _______ with opening the car door."

## Alternate Play Ideas

The children pretend one is the garage attendant and the other is the customer who needs to park and get gas.

The children have a meeting or party at the clubhouse.

# Cooking and Eating

### ■ Materials

table
chairs
cups
spoons
plates
stove
pans
teapots or juice containers
refrigerator
10 to 15 pretend foods such as apples, oranges, meat, corn, vegetables, milk, eggs

### ■ Children's Play

Children use the cooking and eating materials appropriately in pretend situations.

### ■ Teacher's Role

1. ***Arrangement:*** Place the stove and refrigerator against the wall with the table and chairs in the middle of the play area. Put the plates, silverware, and pretend food in the refrigerator, stove, and cabinet.
2. ***Introduction:*** This occurs before the activity begins, before timer is set.
    a. Greetings: Have all the children say "Hi" to one another, emphasizing their names.
    b. Introduce Play: Ask the children what their moms and dads do when they cook and eat dinner. Discuss a sequence in which you cook the dinner on the stove, set a place at the table, eat at the table, and wash the dishes. Ask the children what they are going to do or assign roles. Prompt them through the proper sequence from cooking to washing dishes.
3. ***Set Timer:*** Show the children the timer and remind them to play until it rings. Set the timer for 6 minutes.
4. ***Conduct the Activity:*** Remember that you are responsible for prompting toy play and peer social interaction as necessary during the 6-minute play period.

### ■ Prompts for Social Interaction

1. ***Sharing***

"______, hand the teapot to ______."
"______, give ______ the forks."
"______, ask ______ if she wants the other pan."

2. ***Requesting to Share***

"______, point to the spoon you want ______ to hand you."
"______, tell ______ you need the banana and oranges."
"______, ask ______ to trade pots with you."

# Cooking and Eating

**(continued)**

3. ***Play Organizing***

"_______ , tell _______ to pour the juice."

"_______ , tell _______ to pass the plates and cups out."

"_______ , say, '_______ , you wash the dishes.'"

4. ***Agreeing***

"_______ , take the cup from _______ ."

"_______ , say, 'Yes,' when _______ asks if you want some milk."

"_______ , go to the table when _______ calls you."

5. ***Assisting and Requesting Assistance***

"_______ , ask _______ to help you set the table."

"_______ , ask _______ to open the juice carton for you."

"_______ , ask _______ to help you make breakfast."

## ■ Alternate Play Ideas

Suggest a theme such as Thanksgiving dinner or a birthday celebration and have the children prepare the food.

The children pretend they are at a restaurant. One child is the cook, another is the waitress or waiter, and the third is the patron.

# Doctor

## ■ Materials

3 doctor's kits
  (stethoscopes, plastic syringes, medicine bottles, thermometers)
3 white coats (old white shirts are fine)
2-inch pieces of masking tape for bandages
blanket or doll bed to use for the examination
2 dolls as patients

## ■ Children's Play

Children pretend to use the doctor equipment appropriately.

## ■ Teacher's Role

1. ***Arrangement:*** Hang up white coats (if possible), put stethoscopes, plastic needles, and bandages on a desk, table, or in a doctor's bag, put doll bed or blanket near the materials with the dolls in the bed or on the blanket.
2. ***Introduction:*** This occurs before the activity begins, before timer is set.
   a. Greetings: Have all the children say "Hi" to one another, emphasizing their names.
   b. Introduce Play: Show the children the doctor's equipment and explain that they are all going to be doctors. Ask what happens when they go to the doctor's office. Model the appropriate use of all the equipment with a doll as the patient.
3. ***Set Timer:*** Show the children the timer and remind them to play until it rings. Set the timer for 6 minutes.
4. ***Conduct the Activity:*** Remember that you are responsible for prompting toy play and peer social interaction as necessary during the 6-minute play period.

## ■ Prompts for Social Interaction

1. ***Sharing***

"_______, give the other doctor something to play with."
"_______, ask _______ if she needs another bandage."
"_______, hand the medicine bottle to _______."

2. ***Requesting to Share***

"Want to use a stethoscope? Ask _______ to trade."
"_______, tell _______ you need the syringe."
"_______, touch the medicine bottle you want _______ to share with you."

# Doctor

(continued)

3. ***Play Organizing***

"_______ , tell _______ how to give a shot."

"_______ , say, '_______ , you take the doll's temperature.'"

"_______ , tell _______ to listen to his baby's heart with the stethoscope."

4. ***Agreeing***

"_______ , _______ asked you to lie down and be the patient."

"_______ wants to give you a shot. Hold out your arm."

"_______ , say, 'Yes, my baby is sick.'"

5. ***Assisting and Requesting Assistance***

"_______ , ask _______ to help you open the bandage strip."

"_______ , help _______ fix your baby's leg."

"_______ , tell _______ to help you give the baby her medicine."

- **Alternate Play Ideas**

The children pretend to be patients.

The children take turns playing a mommy or daddy who brings a baby to the doctor's office.

Change materials to a dentist's equipment and role play going to the dentist.

Use stuffed animals and have the children be animal doctors.

# Farm Animals and Blocks

- **Materials**

  blocks of various sizes and shapes
  3 food bowls
  blue paper
  6 to 8 different toy farm animals

- **Children's Play**

  Children build a barn and use the animals in sociodramatic play in the barn.

- **Teacher's Role**

  1. ***Arrangement:*** Place the blocks between the two children in each dyad and give each dyad some farm animals and one food bowl. Put the blue paper down to represent a pond.
  2. ***Introduction:*** This occurs before the activity begins, before timer is set.
     a. Greetings: Have all the children say "Hi" to one another, emphasizing their names.
     b. Introduce Play: Tell the children to build a big barn for the animals. Show them how to stack the blocks. Then explain that the animals can live in the barn, drink from the pond, and eat from the bowls. Show them how the animals eat, "talk" to the other animals, and so forth.
  3. ***Set Timer:*** Show the children the timer and remind them to play until it rings. Set the timer for 6 minutes.
  4. ***Conduct the Activity:*** Remember that you are responsible for prompting toy play and peer social interaction as necessary during the 6-minute play period.

- **Prompts for Social Interaction**

  1. ***Sharing***

  "______ wants to trade animals with you. Please trade."
  "______, give ______ a block to put on the barn."
  "______, ask ______ if she wants the cow."

  2. ***Requesting to Share***

  "______, ask ______ to give you a block. Point to the one you want."
  "______, ask ______ to trade animals with you."
  "______, ask ______ if your cow can share the food bowl."

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# Farm Animals and Blocks

(continued)

3. ***Play Organizing***

"_______ , tell _______ to put his horse in the barn."

"_______ , tell _______ to take her pig swimming with your pig."

"_______ , say, '_______ put your block on this corner.'"

4. ***Agreeing***

"_______ , say, 'Yes, my dog is thirsty.'"

"_______ , make your cow follow _______'s cow."

"_______ , say, 'Yes, I'll help you build a fence.'"

5. ***Assisting and Requesting Assistance***

"_______ , help _______ build a barn."

"_______ , ask _______ to help you put some hay in the bowls for the cows."

"_______ , _______ needs help finding three pigs."

## ■ Alternate Play Ideas

After building the barn one child plays the farmer and the other children adopt animal roles. Have the farmer tell the animals what to do. Let the animals talk to each other.

The animals get sick and the farmer takes them to the vet.

The children put on an animal parade. The farmer tells the other children which animals to line up in the parade. Use blocks to build a corral for holding the animals at the end of the parade.

# Fishing

## Materials

play boat or 4 to 6 chairs in two facing rows
2 or 3 hats
2 or 3 play fishing poles
several play fish with magnets attached
2 or 3 buckets
blue towels or mats

## Children's Play

Children sit in the "boat" and use the fishing poles to hook fish.

## Teacher's Role

1. ***Arrangement:*** Spread the towels or mats under the boat to represent a lake. Place one bucket and one fishing pole per dyad in the boat. Scatter the fish on the lake.
2. ***Introduction:*** This occurs before the activity begins, before timer is set.
    a. Greetings: Have all the children say "Hi" to one another, emphasizing their names.
    b. Introduce Play: Show the children how to use the poles to fish. Show them how they can help one another take the fish off the lines and place them in the buckets.
3. ***Set Timer:*** Show the children the timer and remind them to play until it rings. Set the timer for 6 minutes.
4. ***Conduct the Activity:*** Remember that you are responsible for prompting toy play and peer social interaction as necessary during the 6-minute play period.

## Prompts for Social Interaction

1. ***Sharing***

"_______, ask _______ if he wants a turn with the fishing pole."
"_______, give _______ the bucket for her fish."
"_______, hand _______ the pole so that he can have a turn."

2. ***Requesting to Share***

"_______, tell _______ that you need the bucket."
"_______, ask _______ for a fishing pole. Point to the one you want."
"_______, ask _______ to let you wear the hat for a while."

# Fishing

## (continued)

3. ***Play Organizing***

"_______, tell _______ to catch some fish for dinner."

"_______, tell _______ to be the captain and steer the boat."

"_______, invite_______ to reel in the fish you caught."

4. ***Agreeing***

"_______, help _______ make the boat go."

"_______, take the pole when _______ gives it to you."

"_______, tell _______, 'Yes, I'll take a turn.'"

5. ***Assisting and Requesting Assistance***

"_______, _______ needs help catching that green fish."

"_______, ask _______ to help you catch a sunfish."

"_______, help_______ take the fish off her hook."

### ■ Alternate Play Ideas

The children go on a boat ride. One child is the captain and drives the boat, while the other child, the first mate, is the lookout.

Children pretend to bait their hooks before fishing and pretend to cook the fish they caught for dinner, using one frying pan per dyad.

# Grocery Store

- **Materials**

toy food
empty food boxes and round cardboard "cans" brought from home (10 to 15 items)
toy shopping cart and basket
plastic sacks for carrying food (1 sack for each dyad)
purses
wallets
toy cash register or box with play money

- **Children's Play**

Children assume the roles of customers and sales people and appropriately pretend with the grocery store materials.

- **Teacher's Role**

1. ***Arrangement:*** Set a board across two chairs to make the grocery shelves. Put food items on the shelves. Place a table away from the shelves and put the cash register and sacks on the table.
2. ***Introduction:*** This occurs before the activity begins, before timer is set.
   a. Greetings: Have all the children say "Hi" to one another, emphasizing their names.
   b. Introduce Play: Ask the children what they do at the grocery store. Discuss a sequence in which you get a basket or cart, take items from the shelf, give them to the sales person, pay for the items, and take items home in a sack. Assign the roles of sales people to one dyad while the others are customers. Change roles after a sequence has ended.
3. ***Set Timer:*** Show the children the timer and remind them to play until it rings. Set the timer for 6 minutes.
4. ***Conduct the Activity:*** Remember that you are responsible for prompting toy play and peer social interaction as necessary during the 6-minute play period.

- **Prompts for Social Interaction**

1. ***Sharing***

"______, put these cans in ______'s cart."
"______, give ______ some change for his groceries."
"______, hand the sack to ______."

# Grocery Store

**(continued)**

2. ***Requesting to Share***

“_______ , _______ has all the eggs. Point to the ones you want her to share with you.”

“_______ , ask _______ for some money.”

“_______ , tell _______ that you want some milk and orange juice.”

3. ***Play Organizing***

“_______ , tell _______ to be the sales person.”

“_______ , tell _______ to put the groceries in the sack.”

“_______ , say, ‘_______ , you put the cereal boxes back on the shelves.’”

4. ***Agreeing***

“_______ , take the groceries from _______ .”

“_______ , follow _______ when he asks.”

“Tell _______ you will play.”

5. ***Assisting and Requesting Assistance***

“_______ , help _______ put the food in the bags.”

“_______ , ask _______ to help you with the cash register.”

“_______ , ask _______ to help you put the groceries away.”

### ■ Alternate Play

Suggest a meal or theme such as a cookout, birthday party, or breakfast and have the children buy groceries for the event.

# Hamburger Stand

## ■ Materials

4 paper cups
french-fry bags
hamburger bags
paper or plastic hamburgers
sacks
pad of paper
pen
table
2 chairs
play money

## ■ Children's Play

Children adopt roles of customers and workers. The customers order, eat, and pay for dinner. The workers prepare and serve dinner and then take the money.

## ■ Teacher's Role

1. ***Arrangement:*** Set up a table to be the counter and have one dyad stand behind the counter, acting as clerks. Children in the other dyad(s) are customers and stand on the other side of the table. Place food materials on one side of the table by the clerks.
2. ***Introduction:*** This occurs before the activity begins, before timer is set.
    a. Greetings: Have all the children say "Hi" to one another, emphasizing their names.
    b. Introduce Play: Demonstrate the play sequences with a peer serving as a customer and yourself as the clerk. The peer places an order, the clerk writes the order, fixes it, and tells the customer the price. The customer pays, receives change, and sits at the table to eat.
3. ***Set Timer:*** Show the children the timer and remind them to play until it rings. Set the timer for 6 minutes.
4. ***Conduct the Activity:*** Remember that you are responsible for prompting toy play and peer social interaction as necessary during the 6-minute play period.

## ■ Prompt Social Interaction

1. ***Sharing***

"______, pass ______ a napkin."
"______, please offer ______ a french fry."
"______, give ______ the ketchup."

2. ***Requesting to Share***

"______, point to the drink you want from ______."
"______, tell ______ you'd like one of her french fries."
"______, ask ______ to pass the salt."

# Hamburger Stand

(continued)

3. *Play Organizing*

"_______, tell _______ to order his lunch."

"_______, tell _______ to give you $2.35."

"_______, say, '_______, you're the clerk and she's the customer'."

4. *Agreeing*

"_______, take the hamburger when it's offered."

"_______, pass the napkins when you are asked."

"_______, get in line when _______ shows you where to go."

5. *Assisting and Requesting Assistance*

"_______, help _______ put the hamburger in a bag."

"_______, tell _______ to help you pour a drink for _______."

"_______, ask _______ for help with your money."

## Alternate Play Ideas

Children take turns ordering different combinations of food.

Gather the materials from different restaurants so the children can pretend to eat at a variety of places.

# Making Dough Shapes

## Materials

commercial or homemade dough for making shapes
in 2 or 3 different colors
1 rolling pin for each dyad
a container with 2 different cookie cutters for each dyad

## Children's Play

Children squeeze and roll dough and use cookie cutters to make shapes.

## Teacher's Role

1. ***Arrangement:*** Seat the children close together at a table. Let one of the target children pass out dough, rolling pins, and cookie cutters to each dyad.
2. ***Introduction:*** This occurs before the activity begins, before timer is set.
    a. Greetings: Have all the children say "Hi" to one another, emphasizing their names.
    b. Introduce Play: Introduce the activity by showing how to form the dough into different shapes and how to use the rolling pins and cookie cutters. Be sure each dyad has dough, a rolling pin, and cookie cutters.
3. ***Set Timer:*** Show the children the timer and remind them to play until it rings. Set the timer for 6 minutes.
4. ***Conduct the Activity:*** Remember that you are responsible for prompting toy play and peer social interaction as necessary during the 6-minute play period.

## Prompt Social Interaction

1. ***Sharing***

"_______, see if _______ wants to use your cookie cutter."
"_______, share your cookie dough with _______."
"_______, give this rolling pin to _______."

2. ***Requesting to Share***

"_______, ask _______ if you can use his rolling pin."
"_______, tell _______ you need some more red dough."
"_______, point to the cookie cutter you want _______ to give you."

# Making Dough Shapes

**(continued)**

3. ***Play Organizing***

"______, ask ______ to make cookies with you."

"______, tell ______ to roll out the dough."

"______, ask ______ to play snakes with you."

4. ***Agreeing***

"______, take the rolling pin from ______."

"______, ______ asked for the gingerbread-man cookie cutter. Say, 'Yes,' to him."

"______, ______ wants your snake to follow his. Remember to say, 'Yes.'"

5. ***Assisting and Requesting Assistance***

"______, help ______ use the star cookie cutter."

"______, ask ______ to help you make a blue snake."

"______, get ______ to help you with the dough birthday cake."

## ■ Alternate Play Ideas

Children make cookies and different shaped strands of dough. These can be made into jewelry (necklaces, rings, bracelets) or pretend food (spaghetti, pizza) and used for sociodramatic play.

Children use spoons, stove, and pans or cookie sheets to cook pretend hamburgers or other food for a friend or for feeding babies (dolls). For example, you say, "Ask ________ to bring the baby over to your house for lunch. You can feed your babies together."

# Making Pictures

## Materials

box of pens, chalk, or crayons (about 2 colors per child)

1 piece of paper per dyad or 1 large piece of paper covering the entire table so that *all* children work on it together

## Children's Play

Children draw on paper.

## Teacher's Role

1. ***Arrangement:*** Seat children around the table with paper in front of each dyad. Place the box of drawing utensils in the center of the table.
2. ***Introduction:*** This occurs before the activity begins, before timer is set.
    a. Greetings: Have all the children say "Hi" to one another, emphasizing their names.
    b. Introduce Play: Show the children the paper and writing utensils. Ask for suggestions as to what they want to draw (animals, people, their family, a rainbow).
3. ***Set Timer:*** Show the children the timer and remind them to play until it rings. Set the timer for 6 minutes.
4. ***Conduct the Activity:*** Remember that you are responsible for prompting toy play and peer social interaction as necessary during the 6-minute play period.

## Prompt Social Interaction

1. ***Sharing***

"_______, hand _______ the purple crayon."

"_______, tell _______ that he can have the black marker now."

"_______, give some of the chalk to _______."

2. ***Requesting to Share***

"_______, ask _______ if you can help her color the rainbow."

"_______, point to the color of chalk you want _______ to get for you."

"_______, tell _______ that you need another piece of paper."

## Making Pictures

**(continued)**

3. ***Play Organizing***

"_______, tell _______ how to make a rainbow."

"_______, say, 'You make a tree like I did, _______.'"

"_______, tell _______ to color the sun yellow."

4. ***Agreeing***

"_______, take the crayon when it's passed."

"_______, draw with _______ when he asks you."

"_______, sit by _______ where she is pointing."

5. ***Assisting and Requesting Assistance***

"_______, help _______ draw a cat."

"_______, please help _______ find a purple crayon."

"_______, ask _______ for help coloring your clown."

### ■ Alternate Play Ideas

The children place flat objects such as coins, leaves, or rubber bands under their sheets of paper and color over them to make rubbings.

Provide scissors and glue so the children can cut and paste (crepe paper or tissue paper could be torn and added to the pictures).

Provide stencils of seasonal shapes (snowmen, pumpkins, hearts, rabbits) for the children to use. The children trade stencils or one child holds the stencil while the other traces.

# Mr. Potato Head®

## Materials

1 Mr. Potato Head® with multiple parts
(eyes, nose, shoes, mouth, hat, ears) for every dyad

## Children's Play

Children put Mr. Potato Head® together, take him apart, and use the materials as they desire in sociodramatic play.

## Teacher's Role

1. ***Arrangement:*** In front of each dyad place a Mr. Potato Head® and an equal number of parts. Demonstrate how three or four of the parts fit.
2. ***Introduction*:** This occurs before the activity begins, before timer is set.
    a. Greetings: Have all the children say "Hi" to one another, emphasizing their names.
    b. Introduce Play: Tell the children to use the parts to fix Mr. Potato Head®. He can be scary, silly, happy, or whatever they like.
3. ***Set Timer:*** Show the children the timer and remind them to play until it rings. Set the timer for 6 minutes.
4. ***Conduct the Activity:*** Remember that you are responsible for prompting toy play and peer social interaction as necessary during the 6-minute play period.

## Prompt Social Interaction

1. ***Sharing***

"Say, 'Here, _______ . I have an extra ear.'"

"_______ , please give _______ the red purse."

"_______ , hand the yellow hat to _______ ."

2. ***Requesting to Share***

"You don't have a nose for Mr. Potato Head®? Ask _______ if he will give you one."

"_______ , _______ has the eyes. Point to the ones you want her to share with you."

"_______ , tell _______ that you want the green glasses."

# Mr. Potato Head®

**(continued)**

3. ***Play Organizing***

"Say, '_______ , put the pipe in his mouth.'"

"_______ , tell _______ where to put the shoes."

"Tell _______ to have his Mr. Potato Head® come over to visit yours."

4. ***Agreeing***

"_______ , put in the eyes. _______ said it's your turn."

"_______ , give _______ a turn when she asks."

"_______ , look at Mr. Potato Head® when _______ shows you what he added."

5. ***Assisting and Requesting Assistance***

"_______ , help _______ put the other earring on."

"_______ , ask _______ to help you put his feet on."

"_______ , ask _______ to help you find the red tongue."

## ■ Alternate Play Ideas

Suggest a theme such as Mr. Potato Head® going to a party, a football game, or the store, and have the children prepare him for this activity.

Have a shoebox serve as a stage for Mr. Potato Head® to stand on. After he is assembled, the children make him dance, jump, or pretend to talk.

# Pegboard

- **Materials**

  1 large pegboard for children to share or 1 small pegboard for every dyad
  enough pegs to fill the pegboard(s)

- **Children's Play**

  Children place pegs in the pegboard.

- **Teacher's Role**

  1. ***Arrangement:*** The children sit facing each other with the pegboard and pegs in the center of or in between them.
  2. ***Introduction:*** This occurs before the activity begins, before timer is set.
     a. Greetings: Have all the children say "Hi" to one another, emphasizing their names.
     b. Introduce Play: Tell the children to make a design on the pegboard. Show them how to place the pegs in the board.
  3. ***Set Timer:*** Show the children the timer and remind them to play until it rings. Set the timer for 6 minutes.
  4. ***Conduct the Activity:*** Remember that you are responsible for prompting toy play and peer social interaction as necessary during the 6-minute play period.

- **Prompt Social Interaction**

  1. ***Sharing***

  "______, hand ______ a peg to put in the board."
  "______, give ______ a yellow peg."
  "______, trade pegs with ______."

  2. ***Requesting to Share***

  "______, ask ______ to give you a green one."
  "______, you'll have to ask ______ for that peg. Point to the one you want ______ to give you."
  "Tell ______ you want a red peg to put in the board."

# Pegboard

(continued)

3. *Play Organizing*

"_______, tell _______ to put a green peg next to the red one."

"_______, tell _______ to hold up the board so you can see it."

"_______, say, '_______, you put the orange one in.'"

4. *Agreeing*

"_______, put your pegs where _______ points."

"_______, take the pegs from _______."

"_______, tell _______ you would like to play with her."

5. *Assisting and Requesting Assistance*

"_______, ask _______ for help with the red peg."

"_______, help _______ find the yellow pegs."

"_______, _______ needs help putting the small pegs in his board."

"_______, please help _______ put her pegs in."

## ■ Alternate Play Ideas

Give each child an equal number of pegs and ask the children to take turns placing pegs in the board.

Children pretend the pegs are candles and decorate the cake. Then they blow out the candles and sing "Happy Birthday."

# Puppet Show

- **Materials**

  1 puppet per child
  a bucket to put the puppets in

- **Children's Play**

  The children manipulate the puppets in a communicative manner.

- **Teacher's Role**

1. ***Arrangement:*** Seat the children in a circle on the floor. Place the bucket of puppets in the center of the group.
2. ***Introduction:*** This occurs before the activity begins, before timer is set.
   a. Greetings: Have all the children say "Hi" to one another, emphasizing their names.
   b. Introduce Play: Show the children the puppets. Put one puppet on your hand and have it talk to the children (for example, "Hi! My name is Sammy, the dog. I can bark. Ruff, ruff").
3. ***Set Timer:*** Show the children the timer and remind them to play until it rings. Set the timer for 6 minutes.
4. ***Conduct the Activity:*** Remember that you are responsible for prompting toy play and peer social interaction as necessary during the 6-minute play period.

- **Prompt Social Interaction**

1. ***Sharing***

"_______, trade puppets with _______."
"_______, hand the dog to _______."
"_______, ask _______ if she wants the rabbit puppet."

2. ***Requesting to Share***

"_______, want another puppet? Touch the one you want _______ to give to you."
"_______, ask _______ for a puppet."
"_______, tell _______ you need the dog."

# Puppet Show

**(continued)**

3. ***Play Organizing***

"_______, tell _______ to put the puppet on his hand."

"_______, tell _______ to talk to your puppet."

"_______, say, '_______, let's do a puppet show now.'"

4. ***Agreeing***

"_______, make your puppet wave back."

"_______, take a puppet from _______."

"_______, say, 'Yes,' when _______ asks you to play."

5. ***Assisting and Requesting Assistance***

"_______, help _______ put her hand inside the puppet."

"_______, ask _______ to help you put the bunny puppet on."

"_______, help _______ find the dog puppet in the bucket."

## ■ Alternate Play Ideas

Suggest a theme such as the puppets eating dinner together, playing on the playground, or going to a birthday party.

Give the children yarn pom-poms (or cotton balls) that the puppets can throw to one another or pretend to eat. Set out small paper cups, plates, and spoons that the puppets can use when eating.

# Puzzles

## Materials

1 puzzle for each dyad

(The puzzles should vary in skill levels. Keep extra puzzles nearby so that, if time allows, the children can put together several puzzles.)

## Children's Play

Children take the puzzles apart and put them together again.

## Teacher's Role

1. ***Arrangement:*** Place the puzzles in the center of the group of children on the floor, or give one puzzle at a time to each dyad. As children finish the puzzle together, they can trade it in for a different one.
2. ***Introduction:*** This occurs before the activity begins, before timer is set.
   a. Greetings: Have all the children say "Hi" to one another, emphasizing their names.
   b. Introduce Play: Show the children the puzzles. Tell them to take apart the puzzles and put them together again.
3. ***Set Timer:*** Show the children the timer and remind them to play until it rings. Set the timer for 6 minutes.
4. ***Conduct the Activity:*** Remember that you are responsible for prompting toy play and peer social interaction as necessary during the 6-minute play period.

## Prompt Social Interaction

1. ***Sharing***

"_______, hand _______ this puzzle."

"_______, give _______ this puzzle piece. It goes in her puzzle."

"_______, trade puzzles with _______."

2. ***Requesting to Share***

"_______, ask _______ to trade puzzles with you."

"_______, tell _______ to point to the yellow piece next to _______'s foot and tell him you need it."

"_______, ask _______ to give you the umbrella puzzle piece."

# Puzzles

**(continued)**

3. ***Play Organizing***

"_______, ask _______ to play with the puzzle with you."

"_______, tell _______ to find the red hat that goes in your puzzle."

"_______, say, '_______, do this animal puzzle with me'."

4. ***Agreeing***

"_______, say, 'Yes, I'll help you.'"

"_______, put in the piece _______ gives you."

"_______, take the puzzle from _______."

5. ***Assisting and Requesting Assistance***

"_______, help _______ put that piece in her puzzle."

"_______, ask _______ to help you with the fish puzzle."

"_______, help _______ finish the dog puzzle."

## ■ Alternate Play Ideas

Place all the puzzle pieces in the center of the circle. Children choose a puzzle "frame" and find their pieces in the center. Or children take turns picking a piece from the center and all children help decide whose puzzle it goes in.

Dyads race one another to finish their puzzles, then swap puzzles.

# Shape Sorters and Stacking Barrels

- **Materials**

  2 or 3 shape sorters in a variety of shapes per dyad
  1 stacking barrel per dyad

- **Children's Play**

  Children fit shapes into correct slots in the shape sorter or stack barrels.

- **Teacher's Role**

  1. ***Arrangement:*** Children sit on the floor in dyads with the shape sorters and stacking barrels. Be sure the pieces are out of the sorters, scattered on the floor. Dyads complete one shape sorter or stacking barrel before trading it in for another one.
  2. ***Introduction:*** This occurs before the activity begins, before timer is set.
     - a. Greetings: Have all the children say "Hi" to one another, emphasizing their names.
     - b. Introduce Play: Show the children the shape sorters, shapes, and stacking barrels. Demonstrate how to put one piece in each sorter and how each set of stacking barrels can be taken apart and put together again.
  3. ***Set Timer:*** Show the children the timer and remind them to play until it rings. Set the timer for 6 minutes.
  4. ***Conduct the Activity:*** Remember that you are responsible for prompting toy play and peer social interaction as necessary during the 6-minute play period.

- **Prompt Social Interaction**

  1. ***Sharing***

  "_______, ask _______ if he wants the rectangle."
  "_______, _______ needs a small barrel. What should you do?"
  "_______, hand _______ this piece."
  "_______, tell _______ that she can have the yellow shapes."

  2. ***Requesting to Share***

  "_______, ask _______ to give you the big green one."
  "_______, tell _______ you need the triangle."
  "_______, point to the pieces you want _______ to give you next."

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# Shape Sorters and Stacking Barrels

(continued)

3. *Play Organizing*

"_______, tell _______ to put the red shapes in first."

"_______, tell _______ to find all of the circles."

"_______, say, '_______, you get the yellow ones.'"

4. *Agreeing*

"_______, put your barrel inside _______'s."

"_______, say, 'Yes, I want a turn.'"

"_______, take the shape _______ gives you."

5. *Assisting and Requesting Assistance*

"_______, help _______ put the moon shape in the box."

"_______, ask _______ to help you with the barrels."

"_______, help _______ put the rest of the shapes into the box."

"_______, _______ needs help finding the smallest one. Please help her."

## ■ Alternate Play Ideas

Find similar shapes, such as different colored squares, before putting them into the sorters.

Put all shapes in a paper bag. The children take turns reaching in, picking a shape, and putting it in the correct shape box. One child chooses the shape while the other figures out where it goes.

One child names a color, such as yellow, and the other child finds the yellow stacking barrel in the set of materials. Children compare whose yellow one is biggest or smallest.

# Small Building Materials

## Materials

1 set of blocks, toy logs, or other small building manipulatives per dyad

## Children's Play

Children use manipulatives to build objects.

## Teacher's Role

1. ***Arrangement:*** Arrange chairs around a table in pairs separated slightly from each other. Place one set of manipulatives between each dyad.
2. ***Introduction:*** This occurs before the activity begins, before the timer is set.
    a. Greetings: Have all the children say "Hi" to one another, emphasizing their names.
    b. Introduce Play: Tell the children you want them to play with the building materials. Show them the different ways they can play or build with the materials.
3. ***Set Timer:*** Show the children the timer and remind them to play until it rings. Set the timer for 6 minutes.
4. ***Conduct the Activity:*** Remember that you are responsible for prompting toy play and peer social interaction as necessary during the 6-minute play period.

## Prompt Social Interaction

1. ***Sharing***

"_______, share your logs with _______."

"_______, give _______ the yellow blocks."

"_______, put a wheel in _______'s hand."

2. ***Requesting to Share***

"_______, point to the piece you want."

"_______, ask _______ to trade blocks with you."

"_______, ask _______ to hand you the wheels."

3. ***Play Organizing***

"_______, tell _______ to put a piece here."

"_______, tell _______ to build a tower too."

"_______, say, '_______, you make a castle with me.'"

# Small Building Materials

(continued)

4. *Agreeing*

"_______, let _______ help too!"

"_______, say, 'Yes,' when _______ asks to play."

"_______, take the log when _______ passes it to you."

5. *Assisting and Requesting Assistance*

"_______, ask _______ to help you build a swimming pool."

"_______, help _______ make a big tower."

"_______, ask _______ to hold the blocks while you put two more on top."

- **Alternate Play Ideas**

Add people or animals to the materials and prompt sociodramatic play to include them.

The children build a rocket ship for travel.

The children trade colors, shapes, or different size objects with each other.

# Stringing Beads

## Materials

1 can of variously colored and shaped beads
2 lengths of string per dyad

## Children's Play

Children string necklaces of beads and put the necklaces on each other.

## Teacher's Role

1. ***Arrangement:*** Place the beads between the two children. Give each child a length of string.
2. ***Introduction:*** This occurs before the activity begins, before timer is set.
    a. Greetings: Have all the children say "Hi" to one another, emphasizing their names.
    b. Introduce Play: Tell the children to make a necklace out of the beads and to put the finished necklaces on one another. Demonstrate how to string the beads.
3. ***Set Timer:*** Show the children the timer and remind them to play until it rings. Set the timer for 6 minutes.
4. ***Conduct the Activity:*** Remember that you are responsible for prompting toy play and peer social interaction as necessary during the 6-minute play period.

## Prompt Social Interaction

1. ***Sharing***

"_______, please give _______ a string."
"_______, ask _______ if you can put your necklace on him."
"_______, ask_______ for three beads."

2. ***Requesting to Share***

"_______, ask _______ to put her necklace on you."
"_______, point to the color you need; ask _______ to give it to you."
"_______, ask _______ if he's ready to trade."

# Stringing Beads

**(continued)**

3. ***Play Organizing***

“_______ , say, ‘_______ , put the red one on.’”

“_______ , tell _______ to finish stringing her necklace.”

“_______ , tell _______ to make a snake for you.”

4. ***Agreeing***

“_______ , put your bead on when the string is passed.”

“_______ , give _______ a purple bead when he asks.”

“_______ , make your snake follow _______’s snake.”

5. ***Assisting and Requesting Assistance***

“_______ , ask _______ to help you make a long snake.”

“_______ , help _______ find a square green bead.”

“_______ , ask _______ to help you put the small orange bead on the string.”

## ■ Alternate Play Ideas

Children use the necklaces as snakes.

Children make snakes or necklaces with the same color (“Let’s all make green snakes”).

# Zoo Animals

## Materials

6 to 9 different toy zoo animals
3 cages of various sizes
3 food bowls

## Children's Play

Children use the materials as they desire in sociodramatic play.

## Teacher's Role

1. ***Arrangement:*** Seat children on the floor with animals, cages, and food bowls in the center of the dyad.
2. ***Introduction:*** This occurs before the activity begins, before timer is set.
    a. Greetings: Have all the children say "Hi" to one another, emphasizing their names.
    b. Introduce Play: Show the children how to use the cages for the animals, how to feed the animals using the food bowls, and how the animals can talk to one another.
3. ***Set Timer:*** Show the children the timer and remind them to play until it rings. Set the timer for 6 minutes.
4. ***Conduct the Activity:*** Remember that you are responsible for prompting toy play and peer social interaction as necessary during the 6-minute play period.

## Prompts for Social Interaction

1. ***Sharing***

"_______ , hand _______ the cage for his chimpanzee."
"_______ , ask _______ if she wants some food for her deer."
"_______ , give _______ the elephant."

2. ***Requesting to Share***

"_______ , ask _______ to give you the food bowl."
"_______ , point to the cage you need _______ to give you for the zebra."
"_______ , ask _______ if you can play with the hippo now."

# Zoo Animals

**(continued)**

3. ***Play Organizing***

"______ , tell ______ to put the animals in cages."

"______ , ask ______ to bring his alligator over to the food bowl for dinner."

"______ , tell ______ to have her bear follow your monkey."

4. ***Agreeing***

"______ , take the monkey when ______ gives it to you."

"______ , put your animals where ______ shows you they should go."

"______ , say, 'Yes, I'll play.'"

5. ***Assisting and Requesting Assistance***

"______ , help ______ put the lion into the cage."

"______ , ask ______ to help you feed the animals."

"The hippo needs a bigger cage. ______ , ask ______ for help."

## ■ Alternate Play Ideas

Tell the children they can play zoo today. One child is the zoo keeper and the others are animals. Tell them the zoo keeper needs to feed the animals and put some of them to bed in their cages.

The children pretend that the animals are part of a circus.

One child is the vet and the other children take their sick animals to get well.

The children have a zoo parade.

The children play "Duck, Duck, Goose" with the animals. They put the animals in a circle and take turns being "it."

# Appendix B—Social Skills Lessons

# Lesson 1: Sharing—Peers

- **Activity**

  Doctor, see Appendix A, pages 104-105

- **Objective**

  Each peer will have an opportunity to practice sharing during the training session and play group.

- **Preparation**

  Set up Doctor activity for training and play group. Read the script carefully and, if children are required to role play, prepare them appropriately before the activity.

- **Introduction and Definition**

| **Teacher** | **Child Response** |
|---|---|
| "Today we are going to talk about a way you can get your friends to play with you. You can share. Everybody, what is a way to get your friends to play?" *(Lead children through the correct response, focusing on peers' responses.)* | "Sharing." |
| "Sharing is giving a toy. What is sharing?" *(Lead children through correct response.)* | "Giving a toy." |
| "Everybody say the whole thing." | "Sharing is giving a toy." |

(Focus on discrimination of verbal examples versus nonexamples rather than on verbal reproduction of the definition. For children with limited expressive language skills, an example of an alternative response to the question "What is sharing?" might be "Give toy.")

- **Guided Discussion (Sharing)**

| | |
|---|---|
| "When you share, look at your friend and say, 'Here, _____,' and put a toy in her hand. What do you do?" | "Look at friend, say, 'Here, _____,' and put the toy in her hand." |
| "It is important that when you look at your friend you see what she is playing with before giving her a toy. If your friend is listening to the baby's heart, she may not want another baby, but maybe a thermometer or medicine would be a better idea. So remember to see what your friend is doing first. See what she is interested in before sharing a toy. What should you remember?" | "To see what your friend is doing before sharing." |
| "Right." | |

(Repeat this exercise until all the peers can repeat the response.)

## Teacher Demonstration

(Focus on having the peers answer your questions. Choose responsive peers to role play as you demonstrate the strategy.)

| Teacher | Child Response |
|---|---|
| "Now, watch me. I am going to share with _____. Tell me if I do it right." *(Demonstrate sharing.)* | |
| "Did I share with _____? What did I do?" | "Yes. You looked at _____, said, 'Here, _____,' and put a toy in her hand." |
| "Right. I looked at _____, said, 'Here, _____,' and put a toy in her hand. Now, watch me. See if I share with _____." | |
| *(Use different objects from doctor materials for each example.)* | |
| **1st Model:** Leave out the "put in hand" component. Put the toy beside the role player. | |
| "Did I share?" | "No." |
| "Why not?" | "You did not put the toy in _____'s hand." |
| "That's right. I did not put the toy in _____'s hand. When I share this special way I have to look at _____, say, 'Here, _____,' and put the toy in her hand." | |
| **2nd Model:** Model the total correct response. | |
| "Did I share?" | "Yes." |
| "What did I do?" | "Looked at _____, said, 'Here, _____,' and put a toy in her hand." |
| **3rd Model:** Leave out the saying "Here" component. | |
| "Did I share?" | "No." |
| "What did I forget to do?" | "You didn't say, 'Here, _____.'" |
| **4th Model:** Do not look at the role player as you place the toy in the role player's hand. Have the role player drop the toy. | |
| **5th Model:** Model the total correct response. | |

- **Child-Child Practice**

(Give each peer an opportunity to role play sharing with another child in the group.)

| **Teacher** | **Child Response** |
|---|---|
| "Now, _____, I want you to share with _____. What do you do when you share?" | "Look at _____, say, 'Here, _____,' and put a toy in his hand." |
| "Right. Now, _____, share a toy with _____." | |
| *(For these practice examples, the children should be responsive to each other's sharing.)* | |
| *(To the other children:)* | |
| "Did _____ share with _____?" | "Yes/no." |
| "What did she do?" | "Looked at _____, said, 'Here, _____,' and put a toy in his hand." |
| "Now, _____, I want you to share with _____." | |

(Give each child at least one turn to practice with another child in front of the group. After each example, ask the group if the child was successful at sharing with a friend. Have the children repeat the steps of the procedures.)

- **Structured Play Group**

(Allow the children 5 minutes to play with the Doctor materials. Prompt the peers to share materials with the target children at a high rate. Remind children at the beginning of the play group to share with their friends.) Examples of prompts are:

"_____, share a thermometer with _____."

"_____, share the stethoscope with _____."

"_____, share the cotton balls with _____."

# Lesson 2: Sharing—Target Children

### Activity

Doctor, see Appendix A, pages 104-105

### Objective

Each target child will have an opportunity to practice sharing during the training session and play group.

### Preparation

Set up Doctor activity for training and play group. Read the script carefully and, if children are required for role playing, prepare them appropriately before the activity.

### Introduction and Definition

| Teacher | Child Response |
|---|---|
| "Today we are going to talk about a way you can get your friends to play with you. You can share. Everybody, what is a way to get your friends to play?" *(Lead children through the correct response, focusing on target children's responses.)* | "Sharing." |
| "Sharing is giving a toy. What is sharing?" *(Lead children through correct response.)* | "Giving a toy." |
| "Everybody, say the whole thing." | "Sharing is giving a toy." |

(Focus on discrimination of verbal examples versus nonexamples rather than on verbal reproduction of the definition. For children with limited expressive language skills, an example of an alternative response to the question "What is sharing?" might be "Give toy.")

### Guided Discussion (Sharing)

| | |
|---|---|
| "When you share, look at your friend and say, 'Here, _____,' and put a toy in his hand. What do you do?" | "Look at friend, say, 'Here, _____,' and put the toy in his hand." |

(Repeat this exercise until all the target children can repeat the response.)

### Teacher Demonstration

(Focus on having the target children answer your questions. Choose responsive target children to demonstrate the strategy.)

| **Teacher** | **Child Response** |
|---|---|
| "Now, watch me. I am going to share with _____. Tell me if I do it right."<br>*(Demonstrate sharing.)* | |
| "Did I share with _____? What did I do?" | "Yes. You looked at ____, said, 'Here, _____,' and put a toy in his hand." |
| "Right. I looked at _____, said, 'Here, _____,' and put a toy in his hand. Now, watch me. See if I share with _____ ."<br>*(Use different objects from doctor materials for each example.)* | |
| **1st Model:** Leave out the "put in hand" component. Put the toy beside the role player. | |
| "Did I share?" | "No." |
| "Why not?" | "You did not put the toy in _____'s hand." |
| "That's right. I did not put the toy in _____'s hand. When I share this special way I have to look at _____, say, 'Here, _____,' and put the toy in his hand." | |
| **2nd Model:** Model the total correct response. | |
| "Did I share?" | "Yes." |
| "What did I do?" | "Looked at _____, said, 'Here, _____,' and put a toy in his hand." |
| **3rd Model:** Leave out the saying "Here" component. | |
| "Did I share?" | "No." |
| "What did I forget to do?" | "You didn't say, 'Here, _____.'" |
| **4th Model:** Do not look at role player as he places toy in your hand, and give the role player a toy he does not want. | |
| **5th Model:** Model the total correct response. | |

## Child-Child Practice

(Give each target child an opportunity to role play sharing with another child in the group.)

| **Teacher** | **Child Response** |
|---|---|
| "Now, _____, I want you to share with _____. What do you do when you share?" | "Look at _____, say, 'Here, _____,' and put a toy in his hand." |
| "Right. Now, _____, share a toy with _____." | |
| *(To the other children:)* | |
| "Did _____ share with _____?" | "Yes/no." |
| "What did she do?" | "Looked at _____, said, 'Here, _____,' and put a toy in his hand." |
| "Now, _____, I want you to share with _____." | |

(Give each child at least one turn to practice with another child. After each example, ask the group if the child was successful at sharing with a friend. Have the children repeat the steps of the procedures.)

## Structured Play Group

(Allow the children 5 minutes to play with the Doctor materials. Prompt the target children to share materials with the peers at a high rate. Remind the children at the beginning of the play group to share with their friends.) Examples of prompts are:

"_____, share a bandage with _____."

"_____, share the medicine with _____."

"_____, share the eyedropper with _____."

# Lesson 3: Sharing and Persistence

- **Activity**

  Build a Road—Cars and Trucks, see Appendix A, pages 98-99

- **Objective**

  Each child will have an opportunity to practice sharing and persistence during the training session and play group.

- **Preparation**

  Set up Build a Road—Cars and Trucks activity for training and play group. Read the script carefully and, if children are required to role play, prepare them appropriately before the activity.

- **Review Share**

| Teacher | Child Response |
|---|---|
| "You have learned a special way to get your friend to play with you. How do you get your friend to play?" | "Share with her." |
| "What do you do when you share?" | "Look at _____, say, 'Here, _____,' and put a toy in her hand." |
| "That's right! You look at _____, say, 'Here, _____,' and put a toy in her hand." | |

- **Guided Discussion**

| | |
|---|---|
| "Sometimes when you play with your friends they do not want to play back. You have to keep on trying. What do you have to do?" | "Keep on trying." |
| "Yes, you can keep on trying." | |

- **Teacher Demonstration**

  "Watch me. I am going to share with _____. Now I want you to see if _____ keeps on trying."

  (Choose a peer to role play. Tell the peer what to do ahead of time. Initially the peer should be unresponsive and you should be persistent until the peer finally responds.)

| | |
|---|---|
| "Did I get _____ to play with me?" | "Yes." |
| "Did _____ want to play at first?" | "No." |
| "What did I do?" | "Kept on trying." |
| "Right. I kept on trying and shared a different toy with _____. Watch. See if I can get _____ to play this time." | |

*(Again, the peer should be unresponsive at first.)*

| Teacher | Child Response |
|---|---|
| **1st Model:** Attempt to get the peer to take a toy once. When the peer is unresponsive, walk away. | |
| "Did I get _____ to play?" | "No." |
| "What did I do?" | "Walked away." |
| "Right, I walked away. If your friend says, 'No,' drops or throws the toy, doesn't take the toy, or ignores you, you can touch your friend on the shoulder, look her in the eyes, talk a little louder, or think of something else to share. You should try a new way." | |

(Repeat the example until all the children respond correctly.)

### Child-Child Practice

(Both peers and target children should have opportunities to practice sharing with each other.)

| | |
|---|---|
| "Now, _____, I want you to share a toy with _____. What do you do when you share?" | "Look at _____, say, 'Here, _____,' and put a toy in her hand." |
| "Right, and what do you do when _____ doesn't want to play back?" | "Try a new way. Keep on trying." |
| "Right. Now, _____, try to get _____ to play with you. Remember that _____ may not want to play with you so you may need to try a new way." | |

(For these practice examples, tell the role player how to respond. For the first model, the role player should be unresponsive to the child's sharing.)

*(To the other children:)*

| | |
|---|---|
| "Did _____ share with _____?" | "Yes/No." |
| "What did she do?" | "Looked at _____, said, 'Here, _____,' and put a toy in her hand." |

(Have role playing peers use different car and truck materials for each example.)

"Now, _____, I want you to share with _____."

(Repeat until all children have success with persistence.)

### Structured Play Group

(After this training session the children play in the structured play group with the car and truck materials. Prompt high rates of sharing by both peers and target children. Remind them to keep on trying if they are unsuccessful initially.)

# Lesson 4: Sharing and Persistence—Review and Practice

## Activity

Build a Road—Cars and Trucks, see Appendix A, pages 98-99

## Objective

Each child will have an opportunity to practice sharing and persistence during the review session and play group.

## Preparation

Set up Build a Road—Cars and Trucks activity for training and play group. Read the script carefully and, if children are required to role play, prepare them appropriately before the activity.

## Review Sharing and Persistence

| Teacher | Child Response |
|---|---|
| "You have learned a special way to get your friend to play with you. How do you get your friend to play?" | "Share with him." |
| "Good! What do you do when you share?" | "Look at _____, say, 'Here, _____,' and put a toy in his hand." |
| "That's right! You look at _____, say, 'Here, _____,' and put a toy in his hand. That's how you might share with your friends. Sometimes when you play with _____ and _____ they do not want to play back. What do you have to do?" | "Keep on trying." |
| "Right. You have to keep on trying." | |

## Structured Play Group

(After the brief training session the children play in the structured play group with the Build a Road materials. Prompt high rates of sharing by both peers and target children. Remind them to keep on trying if they are unsuccessful initially.)

# Lesson 5: Sharing and Persistence—Review and Practice

## Activity

Grocery Store, see Appendix A, pages 110-111

## Objective

Each child will have an opportunity to practice share and persistence during the review session and play group.

## Preparation

Set up Grocery Store activity for training and play group. Read the script carefully and, if children are required to role play, prepare them appropriately before the activity.

## Review Sharing and Persistence

| Teacher | Child Response |
|---|---|
| "You have learned one special way to get your friend to play with you. How do you get your friend to play?" | "Share with her." |
| "What do you do when you share?" | "Look at _____, say, 'Here, _____,' and put a toy in her hand." |
| "That's right! You look at _____, say, 'Here, _____,' and put a toy in her hand. That's how you might share with your friends. Sometimes when you play with _____ and _____, they do not want to play back. What do you have to do?" | "Keep on trying." |
| "Right. You have to keep on trying." | |

## Structured Play Group

(After the brief training session the children play in the structured play group with the Grocery Store materials. Prompt high rates of sharing by both peers and target children. Remind them to keep on trying if they are unsuccessful initially.)

# Lesson 6: Requesting to Share—Peers

- **Activity**

  Grocery Store, see Appendix A, pages 110-111

- **Objective**

  Peers will have an opportunity to practice requesting to share during training session and play time.

- **Preparation**

  Set up Grocery Store activity for training and play group. Read the script carefully and, if children are required to role play, prepare them appropriately before the activity.

- **Introduction and Definition**

| Teacher | Child Response |
|---|---|
| "Today we are going to talk about another way you can share with your friends. You can ask for a toy. What can you do?" *(Lead children through correct response.)* | "Ask for a toy." |
| "Everybody, say the whole thing." | "You can ask for a toy." |

(Focus on discrimination of verbal examples versus nonexamples rather than on verbal reproduction of the definition. For children with limited expressive language skills, an example of an alternative response to the question, "What is sharing?" might be: "Ask toy" or "Ask share.")

- **Guided Discussion (Requesting to Share)**

| | |
|---|---|
| "I am going to show you another way you can get ____ to play with you. You can ask him to share a toy with you. What can you do?" | "Ask him to share a toy with you." (Or, "Ask share.") |
| "Right. When you ask for a toy you look at ____, hold out your hand and say, '____, please give me the ____.' What do you do?" | "Look at ____, hold out my hand and say, 'Please give me ____ .'" (Or, "Look, hand, please.") |

(Point to your eyes [look], hand [hold out hand], and mouth [please] as you go over the steps.)

| | |
|---|---|
| "____ may not want to give you the toy he is playing with, so you should ask for an extra toy he has. Which toy do you ask for?" | "Ask for the *extra* toy, the one on the floor, not the one ____ is holding or playing with." |

## Teacher Demonstration

(Focus on having the peers answer your questions. Choose responsive peers to demonstrate the strategy.)

| Teacher | Child Response |
|---|---|
| “Watch me. I am going to ask ____ to share with me. I am going to put my hand out, say, ‘____, please give me the ____,’ and I am going to ask for an extra toy. Did I ask ____ to share with me?” | “Yes.” |
| “What did I do?”<br>*(Prompt if necessary.)* | “Looked at ____, put out your hand and said, ‘____, may I please have ____?’”<br>(Asked for an extra toy.) |
| “Did he share with me?”<br>*(Repeat the model five times.)* | “Yes/No.” |
| **1st Model:** Leave out the hand-reaching component. The role player should not respond to this. | |
| “Did she share with me?” | “No. You did not hold out your hand.” |
| **2nd Model:** Model the total correct response. | |
| “Did she share with me?” | “Yes.” |
| **3rd Model:** Hold out hand but ask for the toy the role player is playing with. The role player should not respond. | |
| “Did he share with me?” | “No. You did not ask for the extra toy.” |
| **4th Model:** Model the complete correct initiation with response. | |
| “Did she share with me?” | “Yes.” |
| **5th Model:** Leave out the verbal request completely, and take an extra toy the role player has to play with. | |
| “Did she share with me?” | “No. You did not say, ‘Please give me the ____.’” |

(After each example, have the children respond verbally about the correctness of each model. Pace the modeled examples quickly to keep the children's attention, and model each example using a different toy.)

## ■ Child-Child Practice

| Teacher | Child Response |
|---|---|
| "Now, it's your turn to get your friend to play with you. I want you to ask ____ to share with you." | |
| (Give each peer a chance to practice with a target child. If peers leave out a component, have them repeat the initiation.) | |
| "Did he ask ____ to share?" | "Yes." |
| "How did he do it?" | "Held out hand, asked for an extra toy, and said, '____, please give me ____.'" *OR*<br>(If peer leaves out a component:) |
| "What did ____ forget to do?" *(Prompt if necessary.)* | "Hold out hand," "Ask for an extra toy," or "Say, 'Hand me ____.'" |
| (Peer) "Ask ____ to share again. Don't forget to ______________." | |

**Structured Play Group**

(Allow the children 5 minutes to play with the Grocery Store materials. Prompt the peers to request materials from the target children at a high rate.)

# Lesson 7: Requesting to Share—Target Children

### Activity

Mr. Potato Head®, see Appendix A, pages 118-119

### Objective

Each target child will have an opportunity to practice requesting to share during training session and play group.

### Preparation

Set up Mr. Potato Head® activity for training and play group. Read the script carefully and, if children are required to role play, prepare them appropriately before the activity.

### Introduction and Definition

| Teacher | Child Response |
|---|---|
| "Today we are going to talk about another way you can share with your friends. You can ask for a toy. What can you do?" *(Lead students through correct response.)* | "Ask for a toy." |
| "Everybody say the whole thing." | "You can ask for a toy." |

(Focus on discrimination of verbal examples versus nonexamples rather than on verbal reproduction of the definition. For children with limited expressive language skills, an example of an alternative response to the question "What is sharing?" might be: "Ask toy" or "Ask share.")

### Guided Discussion (Requesting to Share)

| | |
|---|---|
| "I am going to show you another way you can get ____ to play with you. You can ask him to share a toy with you. What can you do?" | "Ask him to share a toy with you."<br>(Or, "Ask share.") |
| "Right. When you ask for a toy, you look at ____, hold out your hand and say, '____, please give me the ____.' What do you do?" | "Look at ____, hold out my hand and say, 'Please give me ____.'"<br>(Or, "Look, hand, please." |

(Point to your eyes [look], hand [hold out hand], and mouth [please] as you go over the steps.)

| | |
|---|---|
| "____ may not want to give you the toy he is playing with, so you should ask for an extra toy he has. Which toy do you ask for?" | "Ask for the *extra* toy, the one on the floor, not the one ____ is holding or playing with." |

## ■ Teacher Demonstration

(Focus on having the target children answer your questions. Choose responsive target children to demonstrate the strategy.)

| Teacher | Child Response |
|---|---|
| "Watch me. I am going to ask ____ to share with me. I am going to put my hand out, say, '____, please give me the ____,' and I am going to ask for an extra toy. Did I ask ____ to share with me?" | "Yes." |
| "What did I do?"<br>*(Prompt if necessary.)* | "Looked at ____, put out your hand and said, '____, may I please have ____ ?'"<br>(Asked for an extra toy.) |
| "Did he share with me?"<br>*(Repeat the model five times.)* | "Yes/No." |
| **1st Model:** Leave out the hand-reaching component. The role player should not respond to this. | |
| "Did she share with me?" | "No. You did not hold out your hand." |
| **2nd Model:** Model the total correct response. | |
| "Did he share with me?" | "Yes." |
| **3rd Model:** Put out your hand but ask for the toy the role player is playing with. The role player should not respond. | |
| "Did he share with me?" | "No. You did not ask for the extra toy." |
| **4th Model:** Model the complete correct initiation with response. | |
| "Did she share with me?" | "Yes." |
| **5th Model:** Leave out the verbal request completely, and take an extra toy the role player has to play with. | |
| "Did he share with me?" | "No. You did not say, 'Please give me the ____.'" |

(After each example, have the children respond verbally about the correctness of each model. Pace the modeled examples quickly to keep the children's attention, and model each example using a different toy.)

| Teacher | Child Response |
|---|---|
| "Now, it is your turn to get your friend to play with you. I want you to ask your friend to share with you." | |
| (Give each target child a chance to practice. If the child leaves out a component, have the child repeat the initiation. After each target child takes a turn, ask the partner:) | |
| "Did she ask ____ to share?" | "Yes." |
| "How did she do it?" | "Held out hand, asked for an extra toy, and said, '____, please give me ____.'" *OR*<br>(If the target child leaves out a component:) |
| "What did ____ forget to do?" *(Prompt if necessary.)* | "Hold out hand," "Ask for an extra toy," or "Say, 'Hand me ____.'" |
| "Ask ____ to share again. Don't forget to ______________." | |

## ■ Structured Play Group

(After the training session, the children play in the structured play group with Mr. Potato Head®. Prompt high rates of requesting to share by the target children.)

# Lesson 8: Requesting to Share and Persistence

- **Activity**

  Mr. Potato Head®, see Appendix A, pages 118-119

- **Objective**

  Each child will have an opportunity to practice requesting to share and persistence during the training session and play group.

- **Preparation**

  Set up Mr. Potato Head® activity for training and play group. Read the script carefully and, if children are required to role play, prepare them appropriately before the activity.

- **Review Requesting to Share**

| Teacher | Child Response |
|---|---|
| "You have learned a new way to get your friend to play with you. How do you get your friend to play?" | "Ask your friend to share a toy with you." |
| "What do you do when you ask your friend to share?" | "Look at ____, put out your hand and say, '____, please give me the ____?'" |
| "What toy do you ask for?" | "The extra toy." |
| "Nice remembering! The extra toy. That's how you might get your friend to share with you." | |

- **Guided Discussion**

| | |
|---|---|
| "Sometimes, when you play with ____ and ____, they do not want to play back. You have to keep on trying. What do you have to do?" | "Keep on trying." |
| "Right. You have to keep on trying." | |

- **Teacher Demonstration**

  "Watch me. ____ is going to ask me to share with her. Now, I want you to see if ____ keeps on trying."

  (Choose a peer to role play. Tell her what to do ahead of time.)

| Teacher | Child Response |
|---|---|
| **1st Model:** At first you are unresponsive. Prompt the peer to be persistent until you finally respond. | |
| "Did ____ get me to play with her?" | "Yes." |
| "Did I want to play at first?" | "No." |
| "What did ____ do?" | "Kept on trying." |
| "Right. She kept on trying. ____ asked me to share a different toy with her. Watch. See if ____ can get me to play with her this time." | |
| **2nd Model:** At first be unresponsive to the peer's request for a toy. | |
| "Did she get me to play with her?" | "Yes." |
| **3rd Model:** Prompt the peer to attempt to get you to share a toy once. When you are unresponsive, the peer should turn away. | |
| "Did he get me to play with him?" | "No." |
| "What did he do?" | "Turned away." |
| "Right. ____ turned away. If ____ or ____ says, 'No,' drops or throws the toy, or doesn't take the toy, *think of something else to share. Try a new way.*" | |

(Repeat the example until all the children respond correctly.)

## ■ Child-Child Practice

(Both peers and target children should have opportunities to practice requesting to share with each other.)

| | |
|---|---|
| "Now, ____, I want you to ask ____ to share a toy with you. What do you do when you ask ____ to share?" | "Look at ____, put out your hand and say, 'Please give me ____.'"<br>(Ask for an extra toy.) |
| "Right, and what do you do when ____ doesn't want to play back?" | "Try a new way. Keep on trying." |
| "Right. Now, ____, try to get ____ to play with you. Remember that ____ may not want to play with you, so you might have to try a new way." | |

(For these practice examples, tell the role player how to respond. For the first model, the role player should be unresponsive to the request for a toy.)

| **Teacher** | **Child Response** |
|---|---|
| *(To the other children:)* | |
| "Did ____ get ____ to share with him?" | "Yes/No." |
| "What did he do?" | "Looked at ____, put out his hand and said, '____, can I please have ____?' Asked for an extra toy." |
| "And what did he do when ____ didn't want to play?" | "Kept on trying. He tried a new way." |

(The role players use different Mr. Potato Head® materials for each example.)

"Now, ____, I want you to get ____ to share with you."

(Repeat until all children have had success with persistence.)

### Structured Play Group

(After the training session, the children play in the structured play group with Mr. Potato Head®. Prompt high rates of requesting to share by both peers and target children. Remind them to keep on trying if they are unsuccessful initially.)

# Lesson 9: Sharing, Persistence, Requesting to Share—Review and Practice

- **Activity**

  Making Pictures, see Appendix A, pages 116-117

- **Objective**

  Each child will have an opportunity to practice requesting to share, sharing, and persistence during the review session and play group.

- **Preparation**

  Set up Making Pictures activity for training and play group. Read the script carefully and, if children are required to role play, prepare them appropriately before the activity.

- **Review Sharing, Persistence, and Requesting to Share**

| Teacher | Child Response |
|---|---|
| "You have learned two special ways to get your friend to play with you. How do you get your friend to play?" | "Share with her." |
| "What do you do when you share?" | "Look at ____, say, 'Here, ____,' and put a toy in her hand." |
| "That's right! You look at ____, say 'Here, ____,' and put a toy in her hand. What else can you do to get ____ to play with you?" | "Ask her to share an extra toy." |
| "Good thinking! How do you ask her to share with you?" | "Look at ____, hold out my hand and ask for an extra toy." |
| "Nice remembering! That's how you might get ____ to share with you. Sometimes when you play with your friends they may not want to play back. What do you have to do?" | "Keep on trying." |
| "Right. You have to keep on trying." | |

- **Structured Play Group**

  (After the training session the children play in the structured play group with the art materials. Prompt high rates of requesting to share and sharing by both peers and target children. Remind them to keep on trying if they are unsuccessful initially.)

# Lesson 10: Sharing, Persistence, Requesting to Share— Review and Practice

- **Activity**

  Making Pictures, see Appendix A, pages 116-117

- **Objective**

  Each child will have an opportunity to practice sharing, persistence, and requesting to share during the review session and play group.

- **Preparation**

  Set up Making Pictures activity for training and play group. Read the script carefully and, if children are required to role play, prepare them appropriately before the activity.

- **Review Sharing, Persistence, and Requesting to Share**

| Teacher | Child Response |
|---|---|
| "You have learned two special ways to get your friend to play with you. How do you get your friend to play?" | "Share with him." |
| "What do you do when you share?" | "Look at ____, say, 'Here, ____,' and put a toy in his hand." |
| "That's right! You look at ____, say 'Here, ____,' and put a toy in his hand. What else can you do to get ____ to play with you?" | "Ask him to share an extra toy." |
| "Good thinking! How do you ask him to share with you?" | "Look at ____, hold out my hand and ask for an extra toy." |
| "Nice remembering! That's how you might get ____ to share with you. Sometimes when you play with your friends they may not want to play back. What do you have to do?" | "Keep on trying." |
| "Right. You have to keep on trying." | |

- **Structured Play Group**

  (After the training session, the children play in the structured play group with the art materials. Prompt high rates of requesting to share and sharing by both peers and target children. Remind them to keep on trying if they are unsuccessful initially.)

# Lesson 11: Play Organizing—Peers

- **Activity**

Hamburger Stand, see Appendix A, pages 112-113

- **Objective**

Each peer will have an opportunity to practice play organizing during the training session and play group.

- **Preparation**

Set up Hamburger Stand activity for the play group. Read the script carefully and, if children are required to role play, prepare them appropriately before the activity.

- **Introduction and Definition**

| Teacher | Child Response |
|---|---|
| "So far we have talked about two ways we can get our friends to play. What are they?" | "Share a toy with your friend and ask your friend to share a toy with you." |
| "That's right. Today we are going to talk about another way to get your friend to play with you. You can ask her to play with you or tell her what to play. What can you do?" | "Ask her to play with me or I can tell her what to play." |

(Focus on discrimination of verbal examples versus nonexamples rather than on verbal reproduction of the definition. For children with limited expressive language skills, some examples of alternative responses to the question, "How can you get your friend to play?" might include: "Ask friend" or "Tell friend."

- **Guided Discussion (Play Organizing)**

| | |
|---|---|
| "When you ask a friend to play you look at him and say, '____, let's play ____.' What do you do?" | "Look at ____ and say, '____, let's play ____ (name of game or activity).'" |
| "Right. Another way to ask your friend to play is to look at him and tell him what to do. What's another way?" | "Look at him and tell him what to do." |
| "Good. If you're playing Hamburger Stand you can tell your friend to make french fries or to put the drinks in a bag." | |

(Repeat this exercise until all the children can repeat the response.)

- **Teacher Demonstration**

(Focus on having the peers answer your questions. Choose responsive peers to demonstrate the strategy.)

| Teacher | Child Response |
|---|---|
| "Now, watch me. I am going to get ____ to play with me. See if I ask her to play." | |
| (Model positive examples of play organizing using Hamburger Stand toys. Focus on having the peers respond correctly to your questions.) | |
| "Did I get ____ to play with me?" | "Yes." |
| "What did I do?" | "You asked her to play." |
| "Right. Now see if I do it again." | |
| **1st Model:** Model the total correct response. | |
| "Did I ask him to play with me?" | "Yes." |
| **2nd Model:** Model the total correct response. | |
| "Did I get him to play with me?" | "Yes." |
| **3rd Model:** Model playing with the materials without any verbalizations. | |
| "Did I ask her to play?" | "No." |
| **4th Model:** Do not look at the peer when saying, "Let's play, ____." | |
| "Did I ask him to play?" | "No." |
| (Require that the children verbally state whether you asked the the peer to play. Correct if necessary. Go through the steps of correct procedure.) | |
| "Look at ____ and say,'____, let's play ____." | |
| "That was nice watching. Now I am going to show you another way to get ____ to play with you. You can look at him and tell him what to do. What can you do?" | "Look at him. Tell him what to do." |
| "Right. That was very nice remembering. Watch me. Tell me if I look at ____ and tell him what to do."<br>*(Model looking and telling what to do.)* | |
| "Did ____ play with me?" | "Yes." |
| "What did I do?" | "Looked at ____ and told him what to do." |

| Teacher | Child Response |
|---|---|
| "Right. I looked at ____ and told him what to do. Now, I want you to watch me and see if I get ____ to play with me." *(Again, model four examples.)* | |
| **1st Model:** Model the total correct response. | |
| "Did I ask her to play?" | "Yes." |
| **2nd Model:** Talk about what you are cooking but do not tell the role player what to do. | |
| "Did I get my friend to play?" | "No." |
| **3rd Model:** Do not look at the role player when you tell him what to do. | |
| "Did I get my friend to play this time?" | "No." |
| **4th Model:** Model the total correct response. | |
| "Did I ask my friend to play?" | "Yes." |
| *(Require a verbal response from the children about the correctness of each example.)* | |
| "What did I do?" | "Looked at ____. Told him what to do." |

## Child-Child Practice

(Have the peers practice play organizing with each other.)

| | |
|---|---|
| "Now, I want you (peer) to get ____ to play with you. What can you do?" | "Look at her. Ask her to play or tell her what to do." |
| "Good remembering. Now, ____, get ____ to play with you." | |

(Give each peer a turn to practice. After each turn, use one of the two teacher directions below depending upon whether the peers were successful. A child who does not get the role player to play repeats the practice session.)

*(Successful practice—To the group:)*

| | |
|---|---|
| "Did ____ get ____ to play with him?" | "Yes." |
| "That's right. What did she do?" | "Looked at ____ and said, 'Let's play, ____,' or told him what to do." |
| "Right. ____ told ____ what to do." Or, "Right, ____ said, 'Let's play.'" | |

| **Teacher** | **Child Response** |
|---|---|
| *(Unsuccessful practice—To the group:)* | |
| "Did ____ get ____ to play with him?" | "No." |
| "Remember, ____, you can say, '____, let's play ____,' or tell her what to do. Try again." | |

## Structured Play Group

(Allow the children 5 minutes to play with the Hamburger Stand materials. Prompt the peers to use play organizing with the target children at a high rate.)

# Lesson 12: Play Organizing—Target Children

## Activity

Hamburger Stand, see Appendix A, pages 112-113

## Objective

Each target child will have an opportunity to practice play organizing during the training session and play group.

## Preparation

Set up Hamburger Stand activity for the play group.

Read the script carefully and, if children are required to role play, prepare them appropriately before the activity.

## Introduction and Definition

"So far we have talked about two ways we can get our friends to play. What are they?"

| Teacher | Child Response |
|---|---|
| "Share a toy with your friend and ask your friend to share a toy with you." | |
| "Yes! Today we are going to talk about another way to get your friend to play with you. You can ask her to play with you or tell her what to do. What can you do?" | "Ask her to play with me or I can tell her what to do." |

(Focus on discrimination of verbal examples versus nonexamples rather than on verbal reproduction of the definition. For children with limited expressive language skills, some examples of alternative responses to the question, "How can you get your friend to play?" might include: "Ask friend" or "Tell friend.")

## Guided Discussion (Play Organizing)

| | |
|---|---|
| "When you ask a friend to play you look at him and say, '____, let's play.' What do you do?" | "Look at ____ and say, '____, let's play.'" |
| "Right. Another way to ask your friend to play is to look at him and tell him what to do. What's another way?" | "Look at him and tell him what to do." |
| "Good. If you're playing Hamburger Stand, you can tell your friend to make a hamburger or to give you a chocolate shake." | |

(Repeat this exercise until all the children can repeat the response. For some children, you may have to accept verbal approximations.)

### ■ Teacher Demonstration

(Focus on having the target children answer your questions. Choose responsive target children to demonstrate the strategy.)

| Teacher | Child Response |
|---|---|
| "Now, watch me. I am going to get ____ to play with me. See if I ask her to play." | |

(Model positive examples of play organizing using Hamburger Stand toys. Focus on having the target children respond correctly to your questions.)

| Teacher | Child Response |
|---|---|
| "Did I get ____ to play with me?" | "Yes." |
| "What did I do?" | "You asked her to play." |
| "Right. Now see if I do it again." | |
| **1st Model:** Model the total correct response. | |
| **2nd Model:** Model the total correct response. | |
| **3rd Model:** Model playing with the materials without any verbalizations. | |
| **4th Model:** Do not look at the target child when you say, "Let's play." | |

(Require the children to verbally state whether you asked the target child to play. Correct if necessary. Go through the steps of the correct procedure.)

| Teacher | Child Response |
|---|---|
| "Look at ____ and say,'____, let's play ____.'" | |
| "That was nice watching. Now I am going to show you another way to get ____ to play with you. You can look at him and tell him what to do. What can you do?" | "Look at him. Tell him what to do." |
| "Right. That was very nice remembering. Watch me. Tell me if I look at ____ and tell her what to do."<br>*(Model looking and telling what to do.)* | |
| "Did ____ play with me?" | "Yes." |
| "What did I do?" | "Looked at ____ and told her what to do." |
| "Right. I looked at ____ and told her what to do. Now, I want you to watch me and see if I get ____ to play with me."<br>*(Again, model four examples.)* | |
| **1st Model:** Do not look at the target child. | |
| "Did I ask her to play?" | "No." |

| Teacher | Child Response |
|---|---|
| **2nd Model:** Talk about what you are doing but do not tell your "friend" what to do. | |
| "Did I get my friend to play?" | "No." |
| **3rd Model:** Model the total correct response. | |
| "Did I ask her to play?' | "Yes." |
| **4th Model:** Model the total correct response. | |
| "Did I ask him to play?" | "Yes." |
| *(Require a verbal response from the children about the correctness of each example.)* | |
| "What did I do?" | "Looked at ____. Told her what to do." |

- **Child-Child Practice**

(Have the target children practice play organizing with each other.)

| | |
|---|---|
| "Now, I want you (target child) to get ____ to play with you. What can you do?" | "Look at him. Ask him to play or tell him what to do." |
| "Good remembering. Now, ____, get ____ to play with you."<br>*(Successful practice—To the group:)* | |
| "Did ____ get ____ to play with her?" | "Yes." |
| "That's right. What did she do?" | "Looked at ____ and said, 'Let's play, ____,' or told him what to do." |
| "Right. ____ told ____ what to do." Or, "Right. ____ said, 'Let's play.'"<br>*(Unsuccessful practice—To the group:)* | |
| "Did ____ get ____ to play with him?" | "No." |
| "Remember, ____, you can say, '____, let's play ____,' or tell him what to do. Try again." | |

- **Structured Play Group**

(Allow the children 5 minutes to play with the Hamburger Stand materials. Prompt the target children to use play organizing with the peers at a high rate.)

# Lesson 13: Play Organizing and Persistence

### Activity

Fishing, see Appendix A, pages 108-109

### Objective

Each child will have an opportunity to practice play organizing and persistence during the training session and play group.

### Preparation

Set up Fishing activity for play time. Read the script carefully and, if children are required to role play, prepare them appropriately before the activity.

### Review Play Organizing

| Teacher | Child Response |
|---|---|
| "Yesterday you learned a new way to get your friend to play with you. What is that special way?" | "Tell her what to do, or say '____, let's play.'" |
| "Good remembering. You can tell your friend what to do or ask her to play." | |

### Guided Discussion

| | |
|---|---|
| "Sometimes when you play with your friends they do not want to play back. You have to keep on trying. What do you have to do?" | "Keep on trying." |
| "Right. You have to keep on trying." | |

### Teacher Demonstration

"Watch me. ____ is going to tell me what to do. Now, I want you to see if ____ keeps on trying."

(Choose a peer to be the role player. Tell him to imitate you. At first, be unresponsive. Prompt the peer to be persistent until you finally respond.)

| | |
|---|---|
| "Did ____ get me to play with him?" | "Yes." |
| "Did I want to play at first? | "No." |
| "What did ____ do?" | "Kept on trying." |

"Right. ____ kept on trying. He told me to do something different when I didn't want to play the first time he asked me. Watch. See if ____ can get me to play with him this time."

(Again, be unresponsive at first and prompt the peer to be persistent.)

**1st Model:** Peer asks you to catch a green fish. When you are unresponsive, the peer turns away.

| Teacher | Child Response |
|---|---|
| "Did ____ get me to play with him?" | "No." |
| "What did he do?" | "Turned away." |
| "Right. He turned away. If your friend says, 'No,' think of something else for him to do. Try a new way." | |

### Child-Child Practice

(Using responsive children as role players, have peers and target children take turns getting their friends to play.)

| | |
|---|---|
| "____, see if you can get ____ (role player) to play with you. Remember to ask her to play or tell her what to do with the toys."<br>*(To group:)* | |
| "Did ____ get ____ to play with him?" | "Yes." |
| "What did he do?" | "Said, '____, let's play,' or told her what to do."<br>*OR*<br>"____, you forgot to say, '____, let's play.' Try to get him to play again. Remember to tell him what to do or to say, '____, let's play.'" |
| "Remember that sometimes your friends may not want to play at first. What can you do then?" | "Try a new way." |
| "Right. You can try a new way. This time I want you to try to get a friend to play, and you may have to try a new way." | |

(Prompt role-playing peers to be unresponsive initially as each child takes a turn trying to get a role player to play.)

*(To group:)*

| | |
|---|---|
| "Did ____ get ____ to play with her?" | "Yes." |
| "What did she do when ____ didn't want to play?" | "Tried a new way."<br>*OR*<br>"No, ____, you forgot to try a new way. Tell ____ what to do with the ____ instead, or ask ____ if he wants to play ____." |

### Structured Play Group

(After the training session, the children play in the structured play group with the Fishing materials. Prompt high rates of play organizing by both peers and target children. Remind them to keep trying if they are unsuccessful initially.)

# Lesson 14: Sharing, Persistence, Requesting to Share, Play Organizing—Review and Practice

### ■ Activity

Fishing, see Appendix A, pages 108-109

### ■ Objective

Each child will have an opportunity to practice sharing, persistence, request to share, and play organizing during the review session and play group.

### ■ Preparation

Set up Fishing activity for training and play group. Read the script carefully and, if children are required to role play, prepare them appropriately before the activity.

### ■ Review Sharing, Persistence, Requesting to Share, and Play Organizing

| Teacher | Child Response |
|---|---|
| "You have learned three ways to get your friend to play with you. How can you get your friend to play?" | "Share with her." |
| "What do you do when you share? | "Look at ____, say, 'Here, ____,' and put a toy in her hand." |
| "That's right! You look at ____, say, 'Here, ____,' and put a toy in her hand. What else can you do to get ____ to play with you?" | "Ask her to share an extra toy." |
| "Good thinking! How do you ask your friend to share with you?" | "Look at ____, hold out my hand and ask for an extra toy." |
| "What else can you do to get ____ to play with you?" | "Tell her what to do or say, '____, let's play.'" |
| "Nice remembering! That's how you might get ____ to play with you. Sometimes when you play with your friends they may not want to play back. What do you have to do?" | "Keep on trying." |

### ■ Structured Play Group

(After this brief training session, the children play in the structured play group with the Fishing materials. Prompt high rates of play organizing, requesting to share, and sharing by both peers and target children. Remind them to keep trying if they are unsuccessful initially.)

# Lesson 15: Sharing, Persistence, Requesting to Share, Play Organizing—Review and Practice

## ■ Activity

Small Building Materials, see Appendix A, pages 128-129

## ■ Objective

Each child will have an opportunity to practice sharing, persistence, requesting to share, and play organizing during the review session and play group.

## ■ Preparation

Set up Small Building Materials activity for training and play group. Read the script carefully and, if children are required to role play, prepare them appropriately before the activity.

## ■ Review Sharing, Persistence, Requesting to Share, and Play Organizing

| Teacher | Child Response |
|---|---|
| "You have learned three ways to get your friend to play with you. How can you get your friend to play?" | "Share with him." |
| "What do you do when you share? | "Look at ____, say, 'Here, ____,' and put a toy in his hand." |
| "That's right! You look at ____, say 'Here, ____,' and put a toy in his hand. What else can you do to get your friend to play with you?" | "Ask him to share an extra toy." |
| "Good thinking! How do you ask your friend to share with you?" | "Look at ____, hold out my hand and ask for an extra toy." |
| "What else can you do to get ____ to play with you?" | "Tell him what to do or say, '____, let's play.'" |
| "Nice remembering! That's how you might get ____ to play with you. Sometimes when you play with your friends they may not want to play back. What do you have to do?" | "Keep on trying." |

## ■ Structured Play Group

(After this brief training session, the children play in the structured play group with the small manipulatives. Prompt high rates of play organizing, requesting to share, and sharing by both peers and target children. Remind them to keep trying if they are unsuccessful initially.)

# Lesson 16: Agreeing—Peers

## Activity

Small Building Materials, see Appendix A, pages 128-129

## Objective

Each peer will have an opportunity to practice agreeing during the training lesson and play group.

## Preparation

Set up Small Building Materials activity for training session and play group. Read the script carefully and, if children are required to role play, prepare them appropriately before the activity.

## Introduction and Definition

| Teacher | Child Response |
|---|---|
| "Today we are going to talk about agreeing. Everybody, what are we going to talk about?" *(Lead peers through the correct response.)* | "Agreeing." |
| "Agreeing is talking about what your friend says. To agree, you must listen to what your friend says and then talk to him. What is agreeing?" | "Talking about what your friend says." |
| "Everybody, say the whole thing." | "Agreeing is talking about what your friend says." |

(Focus on discrimination of verbal examples versus nonexamples rather than on verbal reproduction of the definition. For children with limited expressive language skills, some examples of alternative responses to the question, "What is agreeing?" might include, "Talking" (or touching mouth), "Talk friend says.")

## Guided Discussion (Agreeing)

| | |
|---|---|
| "When you agree, you listen to your friend when she talks and then talk back to her. What do you do?" | "Listen to your friend when she talks and then talk to her." |
| "If you don't understand what your friend says, it's okay to ask, 'What did you say?' 'Tell me again,' 'Show me what you want,' or 'Is this what you want?' What should you do if you don't understand what your friend says?" | "Ask him to tell you again, show you what he wants or ask him if this is what he wants." |
| "That's right." | |

(If there are children in the group who are nonverbal or whose speech is unintelligible, you can have the children role play requesting clarification.

Teaching children with special needs to tap a partner on the shoulder and point to materials they want or need assistance with works well. Repeat this exercise until all the children can repeat the response.)

### Teacher Demonstration

(Focus on having the peers answer you. Choose responsive peers to demonstrate the strategy.)

| Teacher | Child Response |
|---|---|
| "Now, watch me. I'll show you some ways to agree. See if ____ answers me." | |
| *(Model positive examples of agreeing. Prompt the peers to answer correctly to your initiations.)* | |
| "____, do you want to build a tower with me?" | "Yes, I'll build a tower." (The peer says, "Yes," and takes the blocks you offer.) |
| "Did ____ agree when I talked to her?" | "Yes." |
| "Remember, agreeing is talking about what your friend says. Everybody, what is agreeing?" | "Talking about what your friend says." |
| "See if I agree this time." | |
| **1st Model:** Prompt the peer to ask you to play. (Prompt the peer about what to say.) | |
| "____, would you like to knock over my castle?"<br>*(Do not respond.)* | |
| "Did I agree?" | "No." |
| "What is agreeing?" | "Talking about what a friend says." |
| **2nd Model:** The peer hands some building logs to you and says, "Here are some logs. Play with me." You say, "Okay. Thanks. I'm going to build a house." | |
| "Did I agree?" | "Yes." |
| "What is agreeing?" | "Talking about what a friend says." |
| **3rd Model:** Peer asks you, "Do you want me to put some of your blocks on my school?"<br>*(You turn away and ignore the peer.)* | |
| "Did I agree?" | "No." |
| "What did I do?" | "Turned away." |

| Teacher | Child Response |
|---|---|
| "What should I do?" | "Talk about what your friend said." |
| "Sometimes your friend may not want to share a toy or build a tower with you. That's okay. You need to wait your turn, ask for something different, or trade toys. It's okay to say to your friend, 'Not now,' 'In a minute,' 'Later, when I'm done,' or 'When I've finished my turn.'" | |

(You can model some examples such as 'No, not now,' to give children practice on how to respond when a friend says no.

### Child-Child Practice

(Choose responsive peers to role play as each peer has a turn to practice agreeing. Prompt the role player to question the children who are practicing agreeing. The questions should be similar to those that follow:)

| | |
|---|---|
| "Now I want you (peer) to agree with ____ when she talks to you. What is agreeing?" | "Talking about what your friend says." |
| **1st Model:** Role player says, "Do you want to build with me?" | |
| "Did she agree?" | "Yes." |
| **2nd Model:** Role player says, "Would you like to have these small blocks?" | |
| "Did she agree?" | "Yes." |
| **3rd Model:** Role player says, "Do you want to build race cars?" | |
| "Did she agree?" | "Yes." |
| **4th Model:** Role player says, "Would you like to take a turn going through my tunnel?" | |
| "Did she agree?" | "Yes." |

(Give each peer at least one turn to practice with another child. Require a verbal response from all children about the correctness of each example.)

"She talked about what ____ said."

### Structured Play Group

(Allow the children 5 minutes to play with the small building materials. Prompt the peers to agree with the target children at a high rate. Examples of prompts are:)

"____, answer ____'s question about the road she is building."

"____, agree to take a turn knocking down the skyscraper with ____."

"____, talk about what ____ said."

# Lesson 17: Agreeing—Target Children

## Activity

Birthday Party, see Appendix A, pages 94-95

## Objective

Each target child will have an opportunity to practice agreeing during the training and play group.

## Preparation

Set up the Birthday Party activity for training session and play group. Read the script carefully and, if children are required to role play, prepare them appropriately before the activity.

## Introduction and Definition

| Teacher | Child Response |
|---|---|
| "Today we are going to talk about agreeing. Everybody, what are we going to talk about?"<br>*(Lead target children through the correct response.)* | "Agreeing." |
| "Agreeing is talking about what your friend says. To agree, you must listen to what your friend says and then talk to him. What is agreeing?" | "Talking about what your friend says." |
| "Everybody, say the whole thing." | "Agreeing is talking about what your friend says." |

(Focus on discrimination of verbal examples versus nonexamples rather than on verbal reproduction of the definition. For children with limited expressive language skills, some examples of alternative responses to the question, "What is agreeing?" might include: "Talking" (or touching mouth) or "Talk friend says.")

## Guided Discussion (Agreeing)

| | |
|---|---|
| "When you agree, you listen to your friend when he talks and then talk to him. What do you do?" | "Listen to your friend when he talks and then talk to him." |

(Repeat this exercise until all the target children can repeat the response.)

### ■ Teacher Demonstration

(Focus on having the target children answer you. Choose responsive target children to demonstrate the strategy.)

| Teacher | Child Response |
|---|---|
| "Now, watch me. I'll show you some ways to agree. See if ____ agrees with me." | |
| *(Model positive examples of agreeing. Prompt the target children to respond correctly to your initiations.)* | |
| "____, do you want to play with the dough?" | "Yes, I'll make cupcakes."<br>"Yes." (The target child takes the dough that you offer.) |
| "Did ____ agree when I talked to her?" | "Yes." |
| "Remember, agreeing is talking about what your friend says. Everybody, what is agreeing?" | "Talking about what your friend says." |
| "See if I agree this time." | |
| **1st Model:** Prompt target child to ask you to play. (Prompt child about what to say.) | |
| "____, would you like to play with these dishes?" *(You do not respond.)* | |
| "Did I agree?" | "No." |
| "What is agreeing?" | "Talking about what a friend says." |
| **2nd Model:** Target child gives a candle to you and says, "Here is a green candle. Play with me." You say, "Okay. Thanks. I'm going to make a birthday cake." | |
| "Did I agree?" | "Yes." |
| "What is agreeing?" | "Talking about what a friend says." |
| **3rd Model:** Target child asks you, "Do you want me to put some icing on the cake?" *(You ignore the child.)* | |
| "Did I agree?" | "No." |
| "What did I do?" | "You didn't answer." |
| "What should I do?" | "Talk about what your friend said." |

## Child-Child Practice

(Choose responsive children to role play as each target child has a turn to practice agreeing. Prompt the role player to question the children who are practicing agreeing. The questions should be similar to those that follow:)

| Teacher | Child Response |
|---|---|
| "Now I want you (target child) to answer ____ when she talks to you. What is agreeing?" | "Talking about what your friend says." |
| **1st Model:** Role player says, "Do you want to cook with me?" | |
| "Did she agree?" | "Yes." |
| **2nd Model:** Role player says, "Would you like to set the table?" | |
| "Did he agree?" | "Yes." |
| **3rd Model:** Role player says, "Do you want to sing Happy Birthday?" | |
| "Did she agree? | "Yes." |
| **4th Model:** Role player says, "Would you like to put the birthday cake in the oven?" | |
| "Did he agree?" | "Yes." |

(Give each target child at least one turn to practice with another child. Require a verbal response from all children about the correctness of each example.)

"She talked about what ____ said."

## Structured Play Group

(Allow the children 5 minutes to play with the Birthday Party materials. Prompt the target children to agree with peers at a high rate. Examples of prompts are:)

"____, talk to ____ about wrapping a present."

"____, answer ____ about the kind of cake to bake."

"____, talk about what ____ said."

# Lesson 18: Agreeing—All Children

- **Activity**

  Birthday Party, see Appendix A, pages 94-95

- **Objective**

  Each child will have an opportunity to practice agreeing during the training lesson and play group.

- **Preparation**

  Set up Birthday Party activity for training session and play group. Read the script carefully and, if children are required to role play, prepare them appropriately before the activity.

- **Review Agreeing**

| Teacher | Child Response |
|---|---|
| "For the last two days we have talked about a new way to get your friends to play. What is it?" | "Agreeing." |
| "Right. What is agreeing?" | "Talking about what your friend says." |
| "That's right. To agree you must listen to what your friend says and then talk to her." | |

(Using responsive children as role players, have each child take a turn agreeing. Prompt the peers and target children. The children can use the following questions to elicit answers:)

"____, do you want to blow out the candles?"

"____, would you like to make a pie or a cake with me?"

"____, that's the present. Do you want to open it?"

- **Structured Play Group**

  (After the training lesson, the children play in the structured play group with the birthday party materials. Prompt high rates of agreeing by both peers and target children.)

# Lesson 19: Sharing, Persistence, Requesting to Share, Play Organizing, Agreeing— Review and Practice

- **Activity**

  Block House and People, see Appendix A, pages 96-97

- **Objective**

  Each child will have an opportunity to practice sharing, persistence, requesting to share, play organizing, and agreeing during the review lesson and play group.

- **Preparation**

  Present Block House and People activity to use during training and play group. Read the script carefully and, if children are required to role play, prepare them appropriately before the activity.

- **Review Sharing, Persistence, Requesting to Share, Play Organizing, and Agreeing**

| Teacher | Child Response |
|---|---|
| "You have learned four ways to get your friend to play with you. How can you get your friend to play?" | "Share with him." |
| "What do you do when you share?" | "Look at him, say 'Here, ____,' and put a toy in his hand." |
| "That's right! You look at ____, say, 'Here, ____,' and put a toy in his hand. What else can you do to get ____ to play with you?" | "Ask him to share an extra toy." |
| "Great thinking! How do you ask him to share an extra toy with you?" | "Look at ____, hold out my hand, and ask for an extra toy." |
| "What else can you do to get ____ to play with you?" | "Tell him what to do or say, '____, let's play.'" |
| "Nice remembering! That's how you might get ____ to play with you. Sometimes when you play with your friends they may not want to play back. What do you have to do?" | "Keep on trying." |

| Teacher | Child Response |
|---|---|
| "Good thinking! You have to keep on trying. That's how you might get ____ to play with you. What's one more way to get your friends to play with you?" | "Agree." |
| "What do you do when you agree with your friend?" | "You listen to what your friend says and then you talk to him." |
| "Right! You listen to what your friend says and then you talk to him." | |

### Structured Play Group

(After the review lesson, the children play in the structured play group with the block house and people. Prompt high rates of agreeing, play organizing, requesting to share, and sharing by both peers and target children. Remind them to keep trying if they are unsuccessful initially.)

# Lesson 20: Sharing, Persistence, Requesting to Share, Play Organizing, Agreeing— Review and Practice

### Activity

Block House, see Appendix A, pages 96-97

### Objective

Each child will have an opportunity to practice sharing, persistence, requesting to share, play organizing, or agreeing during the review lesson and play group.

### Preparation

Present Puzzle activity to use during training and play group. Read the script carefully and, if children are required to role play, prepare them appropriately before the activity.

### Review Sharing, Persistence, Requesting to Share, Play Organizing, and Agreeing

| Teacher | Child Response |
|---|---|
| "You have learned four ways to get your friend to play with you. How can you get your friend to play?" | "Share with her." |
| "What do you do when you share?" | "Look at her, say 'Here, ____,' and put a toy in her hand." |
| "That's right! You look at ____, say, 'Here, ____,' and put a toy in her hand. What else can you do to get ____ to play with you?" | "Ask her to share an extra toy." |
| "Great thinking! How do you ask her to share an extra toy with you?" | "Look at ____, hold out my hand, and ask for an extra toy." |
| "What else can you do to get ____ to play with you?" | "Tell her what to do or say, '____, let's play.'" |
| "Nice remembering! That's how you might get ____ to play with you. Sometimes when you play with your friends they may not want to play back. What do you have to do?" | "Keep on trying." |

| **Teacher** | **Child Response** |
|---|---|
| "Good thinking! You have to keep on trying. That's how you might get ____ to play with you. What's one more way to get your friend to play with you?" | "Agree." |
| "What do you do when you agree with your friend?" | "You listen to what your friend says and then you talk to her." |
| "Right! You listen to what your friend says and then you talk to her." | |

- **Structured Play Group**

(After the review lesson, the children play in the structured play group with the puzzles. Prompt high rates of agreeing, play organizing, requesting to share, and sharing by both peers and target children. Remind them to keep trying if they are unsuccessful initially.)

# Lesson 21: Assisting and Requesting Assistance—Peers

### Activity

Puzzles, see Appendix A, pages 124-125

### Objective

Each peer will have an opportunity to practice assisting and requesting assistance during the training session and play group.

### Preparation

Set up the Puzzles activity for training session and play group. Read the script carefully and, if children are required to role play, prepare them appropriately before the activity.

### Introduction and Definition

| Teacher | Child Response |
|---|---|
| "Today we are going to talk about another way to get your friends to play—helping. Everybody, what are we going to talk about?"<br>*(Lead response, focusing on peers' responses.)* | "Helping." |
| "You can get your friend to play with you by helping her with her work. What can you do?" | "Help her with her work." |
| "Everybody say the whole thing." | "We can help her with her work." |

(Focus on discrimination of verbal examples versus nonexamples rather than on verbal reproduction of the definition. For children with limited expressive language skills, an example of an alternative response might be, "Help.")

### Guided Discussion (Assisting and Requesting Assistance)

| | |
|---|---|
| "If your friend is working on a puzzle and can't do it, you can help her. That is helping her finish her work. You can help her finish her work. What can you do?" | "Help her finish her work." |
| "Good thinking! You can help her finish her work." | |
| "When you help your friend with her work you should *ask* before giving help; do the activity *with* your friend, not *for* her, and *tell* her what you are doing. What should you do?" | "Ask if she needs help, do it with her, and tell her what you are doing." |

(Repeat this exercise until all the peers can repeat the response.)

### Teacher Demonstration

(Focus on having peers answer your questions. Choose responsive peers to demonstrate the strategy. Before the demonstration prompt them about their behavior.)

| Teacher | Child Response |
|---|---|
| "Now, watch me help ____ with his work. He is doing a puzzle and can't get a piece in." | |
| *(Help peer by holding his hand and verbally describing what you are doing.)* | |
| "I helped ____ with his work. What did I do?" | "Helped him put the piece in the puzzle." |
| "Right! Now, watch me. See me help ____ with his work." | (This time help the peer take the puzzle pieces out of the puzzle.) |
| "Did I help ____ with his work?" | "Yes." |
| "What did I do?" | "Helped him take the puzzle pieces out." |
| "Right. And first I asked if he needed help before I took the puzzle pieces out with him and told ____ what we were doing. Now, watch me." | |

(Give two incorrect examples of assistance—one in which you take the puzzle and play by yourself, another in which you watch the peer fix the puzzle. Finish with a positive example of assistance. Each time, require the children to respond to whether the model was helping or not helping. Focus on having the peers repeat the definition for helping.)

| | |
|---|---|
| "There is one more way you can get your friend to play with you. You can ask him to help you. What can you do?" | "Ask your friend to help you." |
| "Right! Watch. I'll get ____ to help me." *(Ask peer to help put a puzzle together.)* | |
| "Did I get ____ to help me?" | "Yes." |
| "What did I do?" | "Asked her to help you." |
| "Right! I asked her to help me. When you ask someone to help you, you always look at her, say her name and say, '____, help me.' What do you do?" | "Look at her, say her name, and say, '____, help me.'" |

*(Give two more models.)*

| Teacher | Child Response |
|---|---|
| **1st Model:** Do not look at peer or say peer's name as you ask for help. | |
| "Did I ask ____ to help me the right way?" | "No." |
| "What did I forget to do?" | "Look at ____ and say his name." |
| "Right. Now, watch me this time." | |
| **2nd Model:** Model the total correct response. | |
| "Did I ask for help?" | "Yes." |

(The children respond to each example. Prompt correct responding if necessary, focusing on the peers.)

## Child-Child Practice

(Choose responsive peers to role play, each one taking a turn to practice helping or asking another child for help. Prompt the children as necessary.)

| | |
|---|---|
| "____, please try to get ____ to help you do this puzzle. What can you do?" | "Look at her, say her name, and say, '____, help me.'" |
| "Yes. Everyone watch to see if ____ gets ____ to help him." | |

(In these practice examples, the peers respond to each other's assistance or assistance request. Encourage the children to assist each other, but *not* do the activity for the other child.)
*(To the other peers:)*

| | |
|---|---|
| "Did ____ get ____ to help him?" | "Yes." |
| "What did he do?" | "Looked at her, said her name, and said, '____, help me.'" |
| "Very good. He looked at her, said her name, and said, 'Help me.'" | |

(Have each peer take a turn practicing assistance and assistance requesting. After each example, ask the group if the peer was successful at getting his friend to help him, or in helping the friend. Have the children repeat the steps to the procedures.)

## Structured Play Group

(Allow the children 5 minutes to play with the puzzles. Prompt the peers to help and ask for help from the target children at a high rate. Examples of prompts are:)

"____, ask ____ to help you take the puzzle pieces out."
"____, help ____ put this puzzle together."
"____, ask ____ for help with naming the animals in this puzzle."

# Lesson 22: Assisting and Requesting Assistance—Target Children

- **Activity**

Stringing Beads, see Appendix A, pages 130-131

- **Objective**

Each target child will have an opportunity to practice assisting and requesting assistance during the training session and play group.

- **Preparation**

Set up Stringing Beads activity for training session and play group. Read the script carefully and, if children are required to role play, prepare them appropriately before the activity.

- **Introduction and Definition**

| Teacher | Child Response |
|---|---|
| "Today we are going to talk about helping. Everybody, what are we going to talk about?" | "Helping." |
| *(Lead students through the correct response, focusing on target children's responses.)* | |
| "You can get your friend to play with you by helping him with his work. What can you do?" | "Help him with his work." |
| "Everybody say the whole thing." | "We can help him with his work." |

(Focus on discrimination of verbal examples versus nonexamples rather than on verbal reproduction of the definition. For children with limited expressive language skills, an example of an alternative response might be, "Help.")

- **Guided Discussion (Assisting and Requesting Assistance**

| | |
|---|---|
| "If your friend is making a necklace with beads and can't do it, you can help her. That is helping her with her work. You can help her finish her work. What can you do?" | "Help her with her work." |
| "Good thinking! You can help her with her work." | |

(Repeat this exercise until all the target children can repeat or approximate the response.)

## ■ Teacher Demonstration

(Focus on having target children answer your questions. Choose responsive target children to demonstrate the strategy. Before the demonstration prompt them about their behavior.)

| **Teacher** | **Child Response** |
|---|---|
| "Now, watch me help ____ with his work. He is putting beads on a string and can't get them on."<br>*(Help target child by holding his hand and describing your behavior.)* | |
| "I helped ____ with his work. What did I do?" | "Helped ____ put the beads on the string." |
| "Right! Now, watch me. See me help ____ with his work."<br>*(This time help the target child put all the green beads on the string.)* | |
| "Did I help ____ with his work?" | "Yes." |
| "What did I do?" | "Helped him put the green beads on the string." |
| "Now, watch me." | |
| (Give two incorrect examples of assistance—one in which you take the beads and string them by yourself, another in which you watch the target child string the beads. Finish with a positive example of assistance. Each time, require the children to respond to whether the model was helping or not helping. Focus on having the target children repeat the definition for helping.) | |
| "There is one more way you can get your friend to play with you. You can ask her to help you. What can you do?" | "Ask your friend to help you." |
| "Right! Watch. I'll get ____ to help me."<br>*(Ask a target child to help put some beads on the string.)* | |
| "Did I get ____ to help me?" | "Yes." |
| "What did I do?" | "Asked her to help you." |
| "Right! I asked her to help me. When you ask someone to help you, you always look at her, say her name and say, '____, help me string some beads.' What do you do?"<br>*(Give two more models.)* | "Look at her, say her name, and say, '____, help me.'" |
| **1st Model:** Do not look at target child or say child's name as you ask for help. | |
| "Did I ask for help the right way?" | "No." |

| Teacher | Child Response |
|---|---|
| "That's right. I didn't look at her." | |
| **2nd Model:** Model the total correct response. | |
| "Did I ask for help the right way?" | "Yes." |
| "Yes, I did." | |

(The children respond to each example. Prompt correct responding if necessary, focusing on the target children.)

### Child-Child Practice

(Choose responsive target children to role play as each target child takes a turn to practice helping or asking another child for help. Prompt the children as necessary.)

| | |
|---|---|
| "____, please try to get ____ to help you string the beads. What can you do?" | "Look at him, say his name, and say, '____, help me.'" |
| "Yes. Everyone watch to see if ____ gets ____ to help her." | |

(For these practice examples, the target children respond to each other's assistance or assistance request. Encourage the children to assist each other, but *not* to do the activity for the other child.)
*(To the target children:)*

| | |
|---|---|
| "Did ____ get ____ to help her?" | "Yes." |
| "What did she do?" | "Looked at him, said his name, and said, '____, help me.'" |
| "Very good. She looked at him, said his name, and said, 'Help me.'" | |

(Have each target child take a turn practicing assistance and assistance requesting. After each example, ask the group if the target child was successful at getting his friend to help him or in helping the friend. Have the children repeat the steps to the procedures.)

### Structured Play Group

(Allow the children 5 minutes to play with the string and beads. Prompt the target children to assist and ask for assistance from the peers at a high rate. Examples of prompts are:)

"____, ask ____ to help you make a snake with the beads."

"____, help ____ put the blue beads on the string."

"____, ask ____ for help putting the necklace on."

# Lesson 23: Assisting and Requesting Assistance, Persistence

## Activity

Stringing Beads, see Appendix A, pages 130-131

## Objective

Each child will have an opportunity to practice assisting, requesting assistance, and persistence during the training session and play group.

## Preparation

Set up the Stringing Beads activity for training session and play group. Read the script carefully and, if children are required to role play, prepare them appropriately before the activity.

## Review Assisting and Requesting Assistance

| Teacher | Child Response |
|---|---|
| "For the past two days we have talked about two special ways to get your friend to play with you. What is one way?" | "Help her with her work." |
| "Right! You can help your friend with her work. What's another way?" | "You can ask her to help you with your work." |
| "That's right. You can ask your friend to help you." | |

## Guided Discussion

| | |
|---|---|
| "Sometimes when you ask your friends to help you, or you try to help your friends, they may not want to play. You have to keep on trying. What should you do?" | "Keep on trying." |
| "Yes, you can keep on trying." | |

## Teacher Demonstration

"Now, watch ____ help me with my work. See if he tries another way if I don't want to play."

(Choose a peer to role play. Before the demonstration tell the peer what to do. At first you are unresponsive, but the peer is persistent until you finally respond.)

**1st Model:** The peer asks you to help with the string and beads. When you say, "No," the peer asks again for your help. This time you respond positively.

| | |
|---|---|
| "Did ____ get me to play with her?" | "Yes." |

| Teacher | Child Response |
|---|---|
| "Did I want to play at first?" | "No." |
| "What did ____ do?" | "Kept on trying." |
| **2nd Model:** Model the total correct response. | |
| "Did I help my friend?" | "Yes." |
| **3rd Model:** The peer attempts to help you. At first you refuse the help. The peer asks a second time, and you answer, "Okay." | |
| "Did my friend help me?" | "Yes." |
| **4th Model:** Model the total correct response. | |
| "Did I ask for help?" | "Yes." |

## Child-Child Practice

(Give both peers and target children opportunities to practice asking for and giving assistance. At first prompt the role player to be unresponsive.)

"____, ask ____ to help you."
*To the group:*

| | |
|---|---|
| "Did ____ get ____ to help her?" | "Yes." |
| "What did she do?" | "Looked at ____ and said, 'Help me.'" |
| "Right. She looked at ____ and said, '____, help me.' What did she do when ____ didn't answer the first time?" | "Kept on trying." |
| "Right. She kept on trying." | |

(Repeat until all children have had success with persistence, assistance, and assistance request.)

## Structured Play Group

(After the training session, the children play in the structured play group with the string and beads. Prompt high rates of assistance and assistance requesting by both peers and target children. Remind them to keep trying if they are unsuccessful initially.)

# Lesson 24: Sharing, Persistence, Requesting to Share, Play Organizing, Agreeing, Assisting and Requesting Assistance—Review and Practice

- **Activity**

  Pegboard, see Appendix A, pages 120-121

- **Objective**

  Each child will have an opportunity to practice assisting, requesting assistance, agreeing, play organizing, requesting to share, sharing, and persistence during the review session and play group.

- **Preparation**

  Set up Pegboard activity for training session and play group. Read the script carefully and, if children are required to role play, prepare them appropriately before the activity.

- **Review Assisting, Requesting Assistance, Agreeing, Play Organizing, Requesting to Share, Sharing, and Persistence**

| Teacher | Child Response |
|---|---|
| "You have learned six ways to get your friend to play with you. How can you get your friend to play?" | "Help him with his work." |
| "Good! You can help him with his work. Can you tell me another way you can get ____ to play with you?" | "Ask him to help you." |
| "Yes, you can ask him to help you. What's another way to get your friend to play?" | "Share with him." |
| "What do you do when you share?" | "Look at ____, say, 'Here, ____,' and put a toy in his hand." |
| "That's right! You look at ____, say, 'Here, ____,' and put a toy in his hand. What else can you do to get ____ to play with you?" | "Ask him to share an extra toy." |
| "Good thinking! How do you ask your friend to share with you?" | "Look at ____, hold out my hand, and ask for an extra toy." |
| "What else can you do to get your friend to play with you?" | "Tell him what to do or say, '____, let's play.'" |

| **Teacher** | **Child Response** |
|---|---|
| "Nice remembering! That's how you might get ____ and ____ to play with you. Sometimes when you play with your friends they do not want to play back. What do you have to do?" | "Keep on trying." |
| "Right, and what is one thing you should do when your friend talks to you?" | "Agree." |
| "Right. What do you do when you agree?" | "Listen when my friend talks and then talk back to him." |
| "That's right. You should listen when your friend talks to you, then talk back to him." | |

### ■ Structured Play Group

(After this brief review session, the children play in the structured play group with the pegboards. Prompt high rates of assistance, assistance requesting, agreeing, play organizing, requesting to share, and sharing by both peers and target children. Remind them to keep trying if they are unsuccessful initially.)

# Lesson 25: Sharing, Persistence, Requesting to Share, Play Organizing, Agreeing, Assisting and Requesting Assistance— Review and Practice

### Activity

Pegboard, see Appendix A, pages 120-121

### Objective

Each child will have an opportunity to practice assisting, requesting assistance, agreeing, play organizing, requesting to share, sharing, and persistence during the review session or play group.

### Preparation

Set up Zoo Animals activity for training session and play group. Read the script carefully and, if children are required to role play, prepare them appropriately before the activity.

### Review Assistance, Assistance Request, Agreeing, Play Organizing, Requesting to Share, Share and Persistence

| Teacher | Child Response |
|---|---|
| "You have learned six ways to get your friend to play with you. How can you get your friend to play?" | "Help her with her work." |
| "Good! You can help her with her work. Can you tell me another way you can get ____ to play with you?" | "Ask her to help you." |
| "Yes, you can ask her to help you. What's another way to get your friend to play?" | "Share with her." |
| "What do you do when you share?" | "Look at ____, say, 'Here, ____, ' and put a toy in her hand." |
| "That's right! You look at ____, say, 'Here, ____,' and put a toy in her hand. What else can you do to get ____ to play with you?" | "Ask her to share an extra toy." |
| "Good thinking! How do you ask your friend to share with you?" | "Look at ____, hold out my hand, and ask for an extra toy." |
| "What else can you do to get your friend to play with you?" | "Tell her what to do or say, '____, let's play.'" |

| Teacher | Child Response |
|---|---|
| "Nice remembering! That's how you might get ____ and ____ to play with you. Sometimes when you play with your friends they do not want to play back. What do you have to do?" | "Keep on trying." |
| "Right, and what is one thing you should do when your friend talks to you?" | "Agree." |
| "Right. What do you do when you agree?" | "Listen when my friend talks and then talk back to her." |
| "That's right. You should listen when your friend talks to you, then talk back to her." | |

### ■ Structured Play Group

(After this brief review lesson, the children play in the structured play group with the zoo animals. Prompt high rates of assistance, assistance requesting, agreeing, play organizing, requesting to share, and sharing by both peers and target children. Remind them to keep trying if they are unsuccessful initially.)